DOCUMENT RESUME

ED 139 190 EC 100 765

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TITLE	Systematic Instructional Management Strategies in a Junior High Learning Disabilities Program.
INSTITUTION	Minneapolis Public Schools, Minn. Special Education Div.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Apr 77
NOTE	71p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Curriculum; Group Counseling; *Individualized Programs; *Interdisciplinary Approach; Junior High Schools; *Learning Disabilities; Parent Participation; *Program Descriptions
IDENTIFIERS	*Systematic Instructional Management Strategies

ABSTRACT

The Systematic Instructional Management Strategies (SIMS) program for severely learning disabled junior high school students is described. Reviewed are the following aspects of this interdisciplinary program: case management (including the development of Individualized Education Programs); curriculum (including reading and spelling, written language, math, and oral communication); classroom structure (the station approach); individual management strategies (such as student contracts and daily behavior reports); group counseling; and parent involvement. A detailed case study of a seventh grade student at SIMS is presented. Among 23 appendixes are sample case management plans and daily behavior reports. (CL)

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SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES

IN A

JUNIOR HIGH LEARNING DISABILITIES PROGRAM

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3/14/77

FOREWORD

As Project Coordinator for the Minneapolis Public Schools, Division of Special Education's Child Service Demonstration Center, it is a pleasure to present this description of the secondary component of the Step Up With SIMS Title VI-G Project.

Under the able leadership of Karen Nelson, Program Coordinator, the SIMS secondary staff have developed a comprehensive program of service delivery to severely learning disabled students.

Mary J. Bayrd, ninth grade SIMS consulting teacher, assumed responsibility for documenting this program.

The curricula described in this paper represents the efforts of the Armatage/Franklin SIMS staff to meet the unique learning needs of severely learning disabled students. These curricula writing efforts were funded by the Division of Special Education, Minneapolis Public Schools prior to the award of the Title VI-G contract. The staff at the Armatage/Franklin SIMS sites wish to thank Dr. Richard Johnson, former Director of Special Education, Dr. Arnold Rehmann, current Director, and Dr. Judith Brown, Assistant Director, for their leadership and continuous support in acquiring local funding to provide quality programming for severely learning disabled students.

Staff currently at the secondary SIMS site are:

Karen R. Nelson, Program Coordinator
Janet G. Anderson, Social Worker
Mary Bayrd, Ninth Grade Consulting Teacher
Nancy Doyle, Teacher
Kristin Johnson, Teacher
Irene Kilpatrick, Language Clinician
Tom Staffa, Teacher

The present staff wish to acknowledge the significant contributions of the following people:

Harlan Anderson, Principal, and the regular school staff at Franklin Junior High School for their cooperation and support in integrating SIMS students into regular classrooms,

Dr. Stanley Deno, SIMS Project Consultant and University of Minnesota Professor, for his assistance and encouragement, and

Richard Schultz, Gail Hanson, and Joann Tompkins, former SIMS Center staff members, for their part in the development of the model described here.

Marie Blackburn
Project Coordinator

I. INTRODUCTION

The SIMS Center at Franklin Junior High School, Minneapolis, Minnesota is a semi self-contained program serving 21-24 of the city's most severely learning disabled (LD) youth. Readers of this paper will find a comprehensive description of an interdisciplinary team approach to solving the varied and often unique learning problems faced by LD youth in secondary schools today.

SIMS, an acronym for Systematic Instructional Management Strategies, embodies the working philosophy of the interdisciplinary staff as they establish and implement academic and social behavior goals for each student upon entry to the Center. Chapter II contains a general description of the SIMS program at Franklin.

Individual Educational Plans (IEP) and Individualized Instructional Programs (IIP) are developed cooperatively by the staff team utilizing a Discrepancy Model of Solving Performance Problems (see Figure 1). Use of this model facilitates the case management procedures discussed in Chapter III.

Chapter IV explains the specialized curricula developed by the SIMS staff in order to combine daily measurement of performance with the teaching of skills.

The station approach and the classroom management strategies used to structure the classroom environment and maximize the opportunities for successful learning are described in Chapter V.

Individual Management Strategies, Chapter VI, are a part of each student's case management. Strategies focusing on remediating academic and social deficits are devised following the Discrepancy Model of Solving Performance Problems.

Group Counseling Procedures, Chapter VII, provide another illustration of the SIMS interdisciplinary team working to solve social and behavior problems in order to create a better learning environment.

Parent Involvement is discussed in Chapter VIII. SIMS parents are considered important members of the team and are actively involved in case management staffings. They also participate in parent education and support groups and in Parent Advisory Council activities.

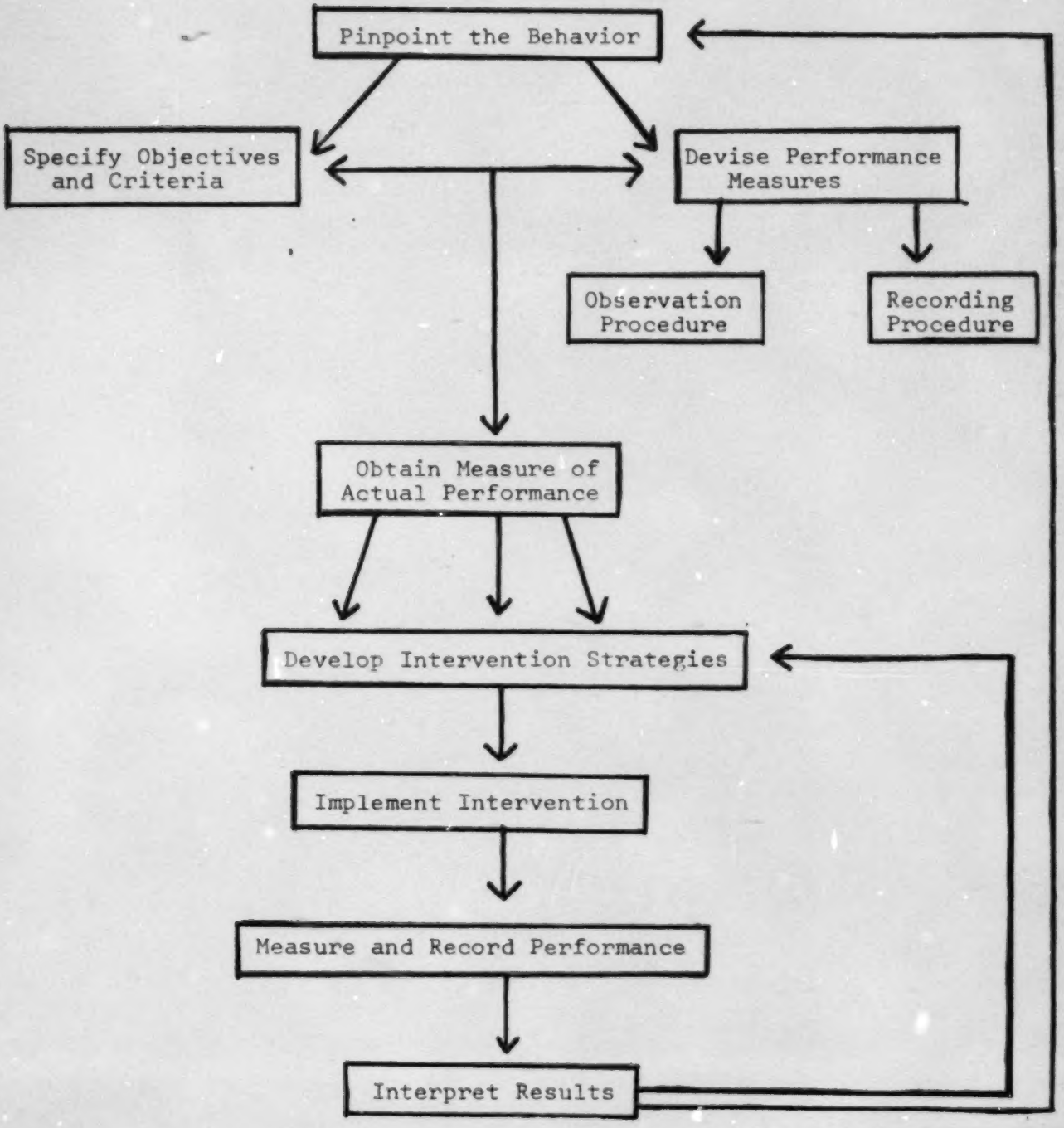
Chapter IX, a Case Study, is included to illustrate how the SIMS program components tie together in meeting the needs of a learning disabled student.

Documenting student progress, parent contacts, and case management procedures using the forms located in the Appendix makes compliance with Public Law 94-142 a simpler task for the SIMS Center Staff. Referring to these forms will provide readers with concrete examples of procedures discussed.

Figure 1

SOLVING PERFORMANCE PROBLEMS *

A Discrepancy Model



* Adapted from a flow diagram by Paul Sindelar and Stanley Deno

II. PROGRAM DESCRIPTION

The SIMS Center at Franklin Junior High in Minneapolis, Minnesota is the secondary site of the Child Service Demonstration Center, Step Up With SIMS. It was established in 1973 with local funds to provide a highly structured data-based program of individualized instruction for severely learning disabled junior high students. In 1975, it became a model center to disseminate the procedures found to be successful. The Center is designed to provide the intensive academic programming and support services that will enable the student to return to his/her home school setting or to an alternative program.

Description of Students

Students at the SIMS Center come from all Minneapolis junior high schools. They are referred by their home schools to SERCC (Special Education Referral and Coordinating Committee), a city-wide interdisciplinary committee, including parents and student, which determines the most appropriate placement for each student. They are students who were not making adequate progress in their home schools even though they were receiving the maximum special education services offered there. These students are markedly discrepant from their peers in reading, spelling, math, oral and/or written language achievement. The most frequent presenting problem is a severe discrepancy in reading achievement, with students testing three to six years below estimated potential. Many students also lack the prerequisite behaviors needed to establish a productive learning environment. They have poor attending skills, are unable to work independently and have social and behavior problems which interfere with learning.

Student Program

The Franklin SIMS Center serves 21-24 seventh and eighth graders. At present all but one are boys. The Center is housed in a regular junior high school. Students spend an average of three to four hours per day in SIMS classes and all are integrated into at least one regular class. Students are first integrated into a non-academic class such as gym or metals. Later, if sufficient progress in academics and behavior is made, they are placed in academic classes such as social studies or science. Progress in regular classes is closely monitored by a SIMS teacher who insures that classes are appropriate and that necessary support is provided.

Description of Staff

The Franklin SIMS staff consists of three teachers, a coordinator, a half-time social worker, a part-time language clinician and a consulting teacher working in ninth grade settings throughout the city. The teachers and coordinator have master's degrees and special education certification in Special Learning and Behavior Problems (SLBP). The language clinician is certified in language pathology. The social worker has a Master of Social Work degree with emphasis

on psychiatric social work. The experiences of the staff complement each other - two have taught senior high English, several have taught emotionally disturbed students and several have had experience with group and individual counseling. Major role responsibilities of staff members tend to follow certification areas, however competencies of individual team members frequently determine who will assume the case management of individual students.

Staff Responsibilities

Teachers are primarily responsible for the academic program and for providing a classroom environment conducive to learning. All teachers teach reading, spelling and written language; two also teach math and one conducts an oral communication class. One teacher also programs and provides follow-up assistance to the SIMS students who are assigned to regular classes in the host school.

The coordinator has the responsibility of developing a program for students in keeping with the goals of Minneapolis Public Schools Special Stations. These goals emphasize the need for specialized settings along a continuum of services aiming for placement in the least restrictive environment. The coordinator also serves on the SERCC committee to determine appropriate placement for special education students. Staff development and training of student interns are also major role activities of the Coordinator.

The social worker shares responsibility with the coordinator for implementation of the plans developed during case management sessions. Development of the group counseling program and the parent program are primary role expectations of the social worker.

The language clinician administers individual language tests and does individual therapy when appropriate. She and other staff members work as a team in conducting an oral communication class for students with low verbal skills.

One teacher assigned to the secondary SIMS site has responsibility for ninth graders throughout the city whose needs are as severe as those seventh and eighth graders served at the Franklin site. This consulting teacher trains the home school SLBP staff and facilitates appropriate home-school programming of severely learning disabled ninth grade students.

Graduate students in Special Education and in School Social Work from the University of Minnesota serve internships at the SIMS Center. School psychology graduate students also work at the Center helping with counseling groups and with collection of data on classroom behavior.

Four part-time aides work in the program as well. The aides assist in record keeping and in monitoring learning stations which do not require the expertise of the teacher.

III. CASE MANAGEMENT

Case management procedures begin for each student upon entry into the program. This case management assures consideration of the unique needs of each student and insures an individualized educational program based on these needs.

Case management conferences are interdisciplinary in nature. In addition to staff participation, parents, students and occasionally involved individuals such as welfare workers and probation officers attend. The interdisciplinary team approach provides the opportunity for sharing of knowledge and expertise and for a coordinated approach to student needs. Team members' roles vary from case to case depending upon the needs of the student. The language consultant may be very involved in cases of students with low verbal skills but may play only a peripheral role in the programming of other students. The social worker may have chief responsibility for the planning of students with behavior or family problems but may be less involved with students whose main problems are academic.

Delegation of case management responsibilities depends upon the nature of the student's problems, the skills of team members, the personal relationship of the team member to the student and the work loads of the staff. A case manager is designated at the case management conference and is responsible for implementing recommendations. While the case manager assumes the monitoring role, other team members may carry out some of the interventions suggested.

Case management conferences focus on three areas:

1. Academic
2. Personal - Interpersonal
3. Family, School, Home Communication

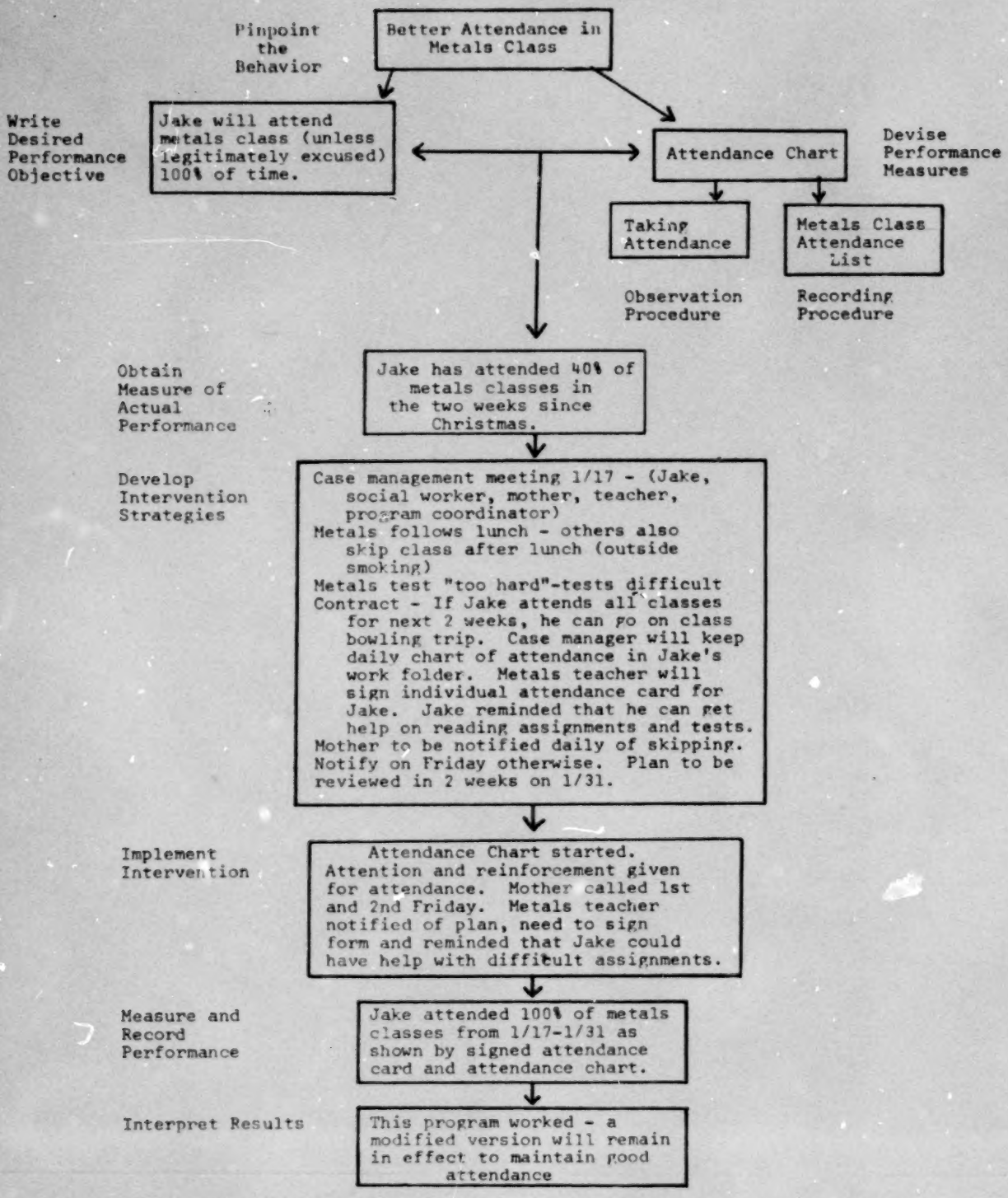
Since all students enter with a severe discrepancy in reading, case management for all students involves a plan to reduce this discrepancy and to monitor reading progress. Other aspects of the student's IEP (Individual Educational Plan) depend upon the individual needs of the student. Those personal, social and family problems which seem to be interfering with school adjustment and learning are dealt with in case management. If other problems exist in this area, a referral is made to an outside agency.

In developing the IEP at the case management conference, the Discrepancy Model of Solving Performance Problems is used as a framework. The discrepancy between the present behavior and the desired behavior is discussed. Problem behaviors are pinpointed, objectives specified, performance measures devised, effects of previous recommendations are reviewed, and intervention strategies are planned. Figure 2 contains an example of the application of the Discrepancy Model of Solving Performance Problems to a case management problem. Jake, whose case is discussed in detail in

Figure 2

SOLVING PERFORMANCE PROBLEMS *

A Discrepancy Model


Pinpoint the Behavior
Better Attendance in Metals Class
Write Desired Performance Objective
Jake will attend metals class (unless legitimately excused) 100% of time.
Attendance Chart
Devise Performance Measures
Taking Attendance
Metals Class Attendance List
Observation Procedure
Recording Procedure
Obtain Measure of Actual Performance
Jake has attended 40% of metals classes in the two weeks since Christmas.
Develop Intervention Strategies
Case management meeting 1/17 - (Jake, social worker, mother, teacher, program coordinator)
Metals follows lunch - others also skip class after lunch (outside smoking)
Metals test "too hard"-tests difficult
Contract - If Jake attends all classes for next 2 weeks, he can go on class bowling trip. Case manager will keep daily chart of attendance in Jake's work folder. Metals teacher will sign individual attendance card for Jake. Jake reminded that he can get help on reading assignments and tests.
Mother to be notified daily of skipping. Notify on Friday otherwise. Plan to be reviewed in 2 weeks on 1/31.
Implement Intervention
Attendance Chart started. Attention and reinforcement given for attendance. Mother called 1st and 2nd Friday. Metals teacher notified of plan, need to sign form and reminded that Jake could have help with diffitult assignments.
Measure and Record Performance
Jake attended 100% of metals classes from 1/17-1/31 as shown by signed attendance card and attendance chart.
Interpret Results
This program worked - a modified version will remain in effect to maintain good attendance

* Adapted from a flow diagram by Paul Sindelar and Stanley Deno

Chapter IX, had developed a problem with metals class attendance. Analysis of this problem led to the intervention shown here. Academic goals and plans were also established for Jake but are not discussed here. Jake's case manager is the social worker since the presenting problem was attendance and since dealing with this problem involves frequent home contact. Other involved team members include the mother, the program coordinator, the teacher, and, of course, Jake.

As the flow diagram illustrates, this particular intervention was effective. The data (attendance charts) clearly showed this and the case manager, in monitoring the intervention and interpreting the data, recognized this immediately. The successful intervention involved a consequence change - positive attention and a reward for good attendance. If this intervention had failed, the case manager would have interpreted the results and looked into other alternative interventions. A stronger consequence change (withdrawal of privileges at school or home) or possibly an antecedent change (switching the lunch hour to avoid contact with skipping peers, modifying the work expectations in the metals class) might have been considered. Initial interventions are generally economical in terms of both time and energy. Staff resort to more complex strategies only if simpler methods fail.

Individualized programs, such as the program to improve Jake's attendance, are part of the IEP and are developed by the Case Management Team. Specific procedures have been outlined and forms devised to facilitate case management. The Case Management Plan, the Conference Summary, the Case Manager Checklist and other forms are included in Appendices 1-4. The case manager is responsible for completing these forms and for documenting the IEP of each student. The case manager monitors student progress, implements interventions and maintains contact with the parents. For the student who is achieving his/her goals, follow-up involves at least monthly contact with the student, teachers, and the home regarding school performance. For the student with problems, further parent contact and more interventions are tried. Details of other individual interventions are discussed in Chapter V, Individual Management Strategies.

IV. CURRICULUM

The academic curriculum of the SIMS Center also utilizes the Discrepancy Model of Solving Performance Problems, which is shown in Figure 1. Identified discrepancies are pinpointed, objectives and criteria for mastery are established, and performance measures are developed to determine the effectiveness of the individual instructional plan designed for each student at the Center. Through use of this discrepancy model, Systematic Instructional Management Strategies can be applied to identify and remediate the academic deficits of the student.

SIMS READING AND SPELLING PROGRAM

The SIMS Reading and Spelling Program is a systematic and highly structured sequence of objectives needed to acquire the basic coding skills of reading and spelling. The sequence is divided into fifty-three (53) discrete steps or categories. The task analysis method was used to subdivide coding skills into steps small enough so that even the severely learning disabled student can experience success in acquiring the structural principles of how letters are put together to make words. Details of the concept organization and structure and sequence are in Appendices 5 and 6.

Since measurement and evaluation of performance are central to the Discrepancy Model of Solving Performance Problems, the curriculum is designed to facilitate the teaching of reading through the use of the performance measures - accuracy and proficiency.

The SIMS Reading and Spelling Program consists of five performance measures.

1. Accuracy Word Lists
2. Accuracy Sentence Lists
3. Words in Isolation
4. Cumulative Words in Isolation
5. Cumulative Stories

Accuracy Lists

Word and sentence lists have been developed for each of the 53 categories. These are used to monitor the student's progress through the sequence of skills. Accuracy is assessed weekly. A 90-100% performance criteria is used to ensure mastery of both decoding and encoding words and sentences which are representative of a phonic rule or generalization. Below is an example of an Accuracy Word List and an Accuracy Sentence List representative of Category 10.

Accuracy Word List

	A	B	C
Category 10 CCVCC (a) (-l and -r beginning blends)	glad	track	blab
	clam	flap	slash
	Brad	black	drag
	thrash	clash	class
	trap	brag	slam
	plan	glass	clap
	crab	flag	brass
	flash	slap	grab
	cram	graph	flat
	grass	crash	crack

Accuracy Sentence List

Category 10

A.	1. I had a trap for the clam.	7
	2. Brad sat on the grass.	5
	3. The glass had a crack in it.	7
		19
B.	1. Drag the brass can to the shack.	7
	2. There was a black flag by the trap.	8
	3. Jan will grab the crab.	5
		20
C.	1. We had a graph in that class.	7
	2. Jack will blab the plan.	5
	3. The track is flat.	4
		16

Isolated Word Lists

Two isolated word lists (60 words in each list) have been developed for each category. The words on these lists follow exclusively the word pattern for the designated category. The isolated word lists are used to monitor how proficiently the student can decode words of a particular pattern. Proficiency is monitored daily and a performance criteria of 40-60 words correct per minute with two or fewer errors is used to determine mastery. Below is an example of part of an isolated word list representative of Category 10 (CCVCC (a) -l and -r beginning blends)

Cumulative Word Lists

Two cumulative word lists have been developed for each of the 53 categories. Thirty-three percent of each cumulative word list is made up of words tapping the isolated skill for the designated category. The remainder of the list is made up of words from previous categories which the student has already mastered. Monitoring of proficiency on the cumulative word lists builds in constant review and assures the teacher that the child can efficiently shift from one phonic pattern to another. Performance criteria of 40-60 words correct per minute with 2 or fewer errors are used to determine mastery. Below is an example of a cumulative word list from Category 10.

List 1 — WORDS IN ISOLATION — Category 10 CCVVC (a) (-l and -r beginning blends)

grass	cram	flash	crab	plan
flap	Brad	trap	thrash	flash
drag	clash	brass	grab	class
clap	flag	grass	clam	brag
track	plan	flat	brass	trap
blab	cray	track	drag	grad
drab	black	bran	crack	flat
clash	graph	flap	track	clap
grab	drab	crack	clap	graph
crash	flag	brag	flag	blab
glad	class	Brad	brat	thrash
brag	glass	crash	gram	crab

CUMULATIVE WORDS IN ISOLATION

List 1 — Categories 1 - 10

sap	pal	crab	sax	ransack
thrash	labs	fanned	blab	patch
packing	graph	that	Pam	slap
bad	quack	flat	bantam	axes
grad	packed	saggy	trap	wrappings
path	slam	hat	tab	class
wrap	Bagdad	flash	quacking	madder
plan	Sammy	gallery	slack	chat
cat	flag	yam	razz	clap
gascan	lasses	track	passers	canneries
slash	lofty	math	drag	dad
gnat	brass	racks	sash	clam

Note: It is important that students read Word Lists horizontally, not vertically.

Performance Measurement

Each student is administered a placement test which determines the accuracy level, the proficiency level and the spelling level at which s/he functions. Teaching then starts at the appropriate levels and daily monitoring of the student's progress begins. Accuracy data for reading and spelling is recorded on the form in Appendix 7. Proficiency data is charted on the Standard Behavior Chart, a 6-cycle semi-logarithmic graph developed by Ogden Lindsley, (1972). Mastery of a skill is achieved when criteria have been met in two out of three consecutive daily timings. The student then moves on to new concept skills. Cooperative monitoring of the charts with the student helps the teacher plan appropriate interventions to increase the rate of progress. Students are actively involved in the instructional process and frequently help set the weekly and long term goals. (See Appendix 8 for examples of goals). Proficiency data is also kept on Know Your World, a weekly student newspaper, which serves an an outside and nonphonetic measure of a student's reading progress.

The following 6-cyle chart (Figure 3) illustrates how the data is recorded and interpreted and how interventions are made. When progress is steady, no program changes are made. When the performance measure shows that progress is not optimal, various kinds of changes can be made. The first intervention in Jake's case was an antecedent change. The tasks in Category 5 were sliced so that Jake could concentrate on a subskill in the Category. The second intervention also involved an antecedent change - more practice. The third intervention was a consequence change - the setting up of competition between two students to increase motivation. Jake and his teacher were both involved in setting up these interventions and in monitoring the results.

Proficiency Rationale

As may have been noted, the Reading and Spelling Program emphasizes the building of accuracy and proficiency in the basic skills of decoding and encoding. Comprehension skills are not stressed until the student has the prerequisite ability to decode. Recent research (Haughton 1972, Bateman 1971, Samuels 1973, Starlin 1971) indicates that automaticity of coding skills facilitates reading comprehension and is often a prerequisite to the more complex comprehension skills of reasoning and inference. A student must have a skill at an automatic (proficient) level before progressing to more difficult skills or before being able to fully attend to the comprehension of a passage. Reading, like other skills such as driving a car or skating, must be practiced to become automatic. When a student can decode adequately and fluently, then comprehension activities become more important. All SIMS stories do have a corresponding series of comprehension questions. Commercial materials and books are also used to develop comprehension skills with students who can decode adequately.

Student Jake Behavior Reading Isolated Words School Year 1976-1977

Teacher Ms. Johnson

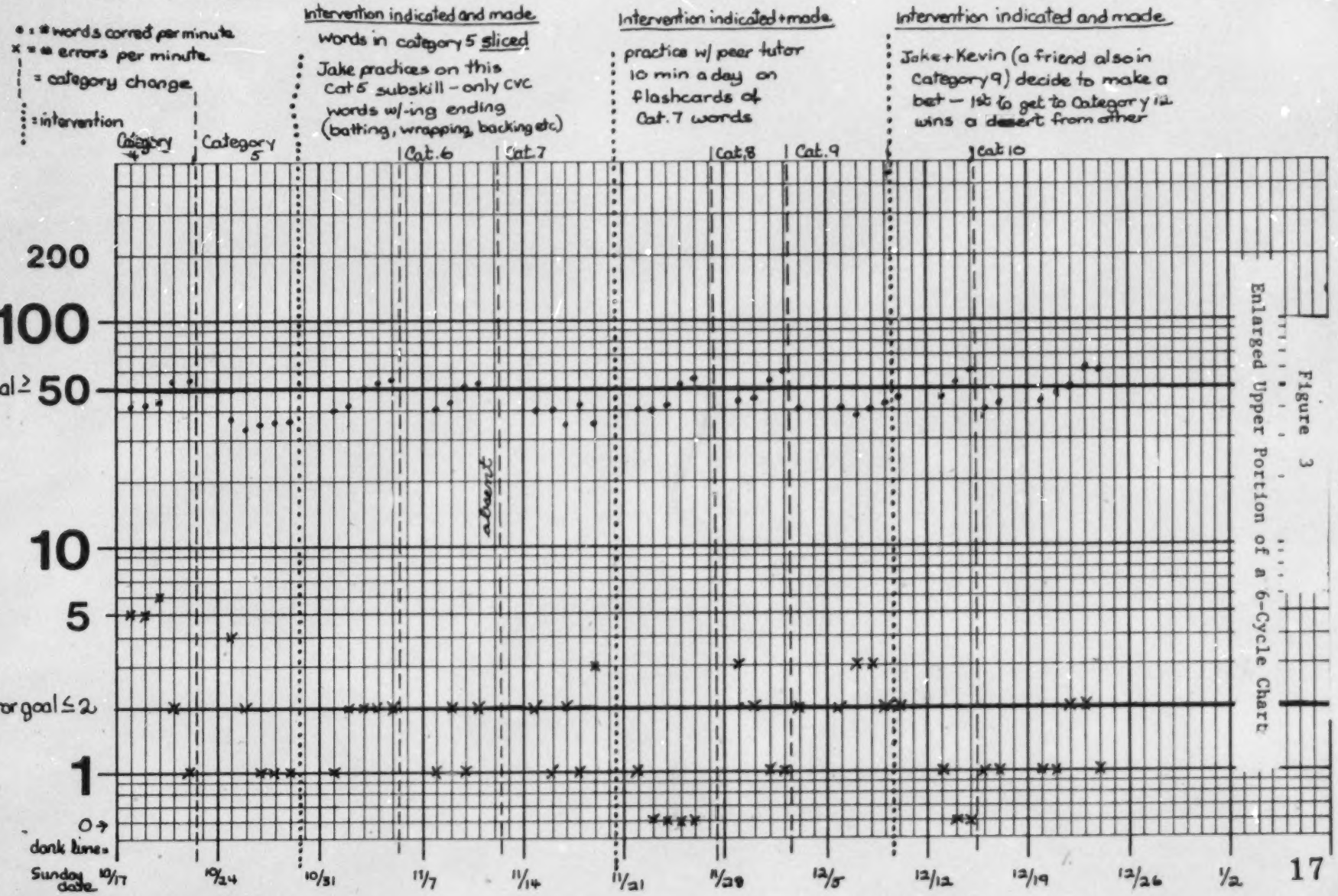


Figure 3
Enlarged Upper Portion of a 6-Cycle Chart

Cumulative Stories

Four stories have been developed for each category. Each story uses approximately 10 words from the new category. The remainder of the vocabulary is taken from past categories that the student has mastered. The student's ability to decode words in context proficiently is monitored daily using these stories. Mastery criteria is 80-100 words correct per minute with 2 or fewer errors. The following story is representative of Category 10 contextual material.

Category 10
Story 60

CUMULATIVE WORDS IN CONTEXT

At the Track

It was Saturday. Sally and Flash were at the track 10
of the "Minneapolis 500". All that ran at the "Minneapolis 21
500" were vans. Sally had a battered black van with a 32
crack in the glass. Flash had a tan van with two batteries. 44
Sally said to Flash, "Do you want to drag?" 53
Flash said, "Yes! My van is a flash!" 61
Sally said, "Do not brag." 66
The flagman had a black flag. The fans had banners. 76
Crack! The vans were off. Flash passed Sally. Sally 85
passed Flash. Can Sally go on to the flag? 94
Flash had a plan. He passed Sally. He had a glass 105
in his van. Flash said, "The glass will crash on the track." 117
Crash! Sally's van got a flat! Sally was mad! 126
The flagman called to Sally, "Drag that van off the 136
track!" The flagman got Sally back on the track in a flash. 148
Sally was off. She got up to Flash and sassed him. 159
She called to him, "You are a bad drag man!" 169
Sally passed Flash. Her van ran on and passed the 179
flag. After that, Flash was not bad at the track. 189

40

Note: The Cumulative Stories have the cumulative number of words noted after each line. This simplifies the recording of proficiency scores.

Sight Words

Words which are phonetically irregular, or which are used frequently and are needed to read contextual material, are listed on a recording form so that accuracy for reading and spelling each word can be monitored.

Spelling

The spelling component of the curriculum totally parallels the reading component. The accuracy word lists have been taped on audio cassettes to allow students to work independently at their own level. Spelling tapes and spelling lists (Accuracy Word Lists and Accuracy Sentence Lists) are provided for each of the 53 SIMS categories. Practice spelling exercises are also available for many of the categories. Spelling progress as well as reading accuracy progress is recorded on the form in Appendix 7.

SIMS WRITTEN LANGUAGE PROGRAM

The SIMS Written Language Program was developed primarily to help severely learning disabled students work toward the terminal objective of writing a gramatically correct meaningful paragraph. It was also developed to strengthen and supplement the material in the SIMS Reading and Spelling Program. Consequently the materials are designed so that the level of reading skills required of students are coordinated with the 53 categories of reading skills.

The program has nine major components:

1. Just Words
2. Words to Sentences
3. Scrambled Sentences
4. Sentence Structure
5. Capitalization and Punctuation
6. Paragraph Writing
7. Scanning Stories
8. Comprehension Questions
9. Word Puzzles

The general objectives of the Written Language Program are:

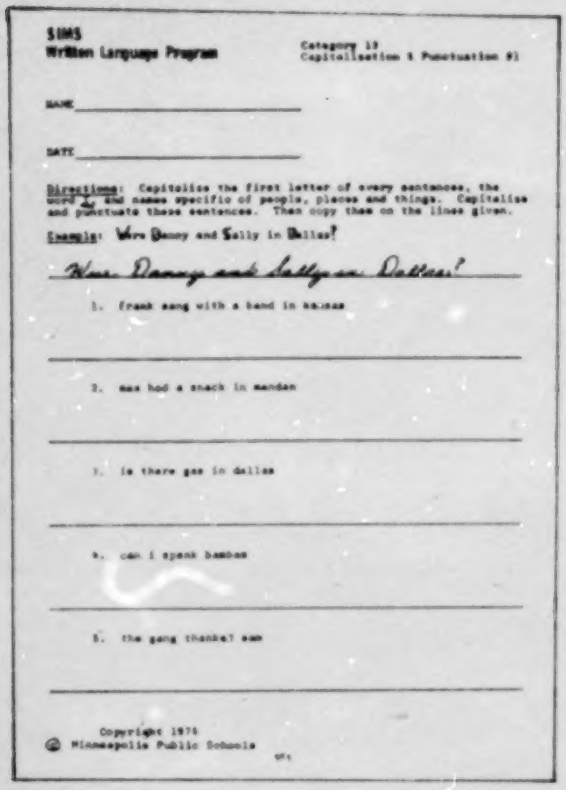
1. To develop the written language skills of students through the process of first, generating and writing single words; second, generating and writing simple sentences; and finally, generating and writing simple paragraphs.

2. To develop the comprehension skills of students by reorganizing scrambled sentences into meaningful paragraphs and by answering comprehension questions.

3. To develop the scanning skills of students by finding and identifying sentences taken from the center's reading material.

The student's deficits in written language are assessed by taking an informal writing sample and evaluating the quality and quantity of that sample. Work is then assigned in the appropriate areas. Written language work is recorded and kept to provide information on the student's progress and needs.

The SIMS Written Language Program is designed to provide the SIMS student with appropriate work at his/her reading level which s/he can do independently and successfully. Tasks are short and are broken down into simple components. Skills prerequisite to paragraph writing are gradually introduced. Sample pages follow:



SIMS
Written Language Program

Category 10
Capitalization & Punctuation #1

NAME _____

DATE _____

Directions: Capitalize the first letter of every sentences, the word I, and names specific of people, places and things. Capitalize and punctuate these sentences. Then copy them on the lines given.

Example: Were Danny and Sally in Dallas?

Were Danny and Sally in Dallas?

1. frank sang with a band in kansas

2. sam had a snack in mandan

3. is there gas in dallas

4. can i speak bambos

5. the gang thanks! sam

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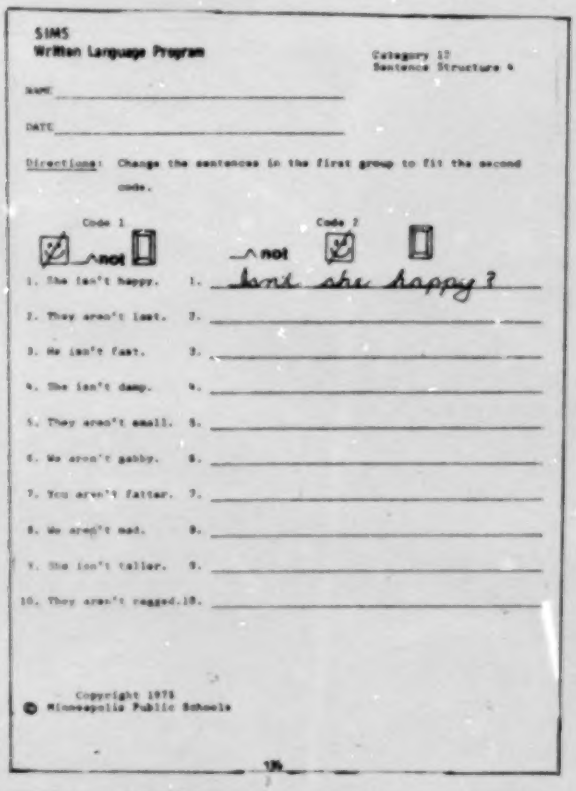

SIMS
Written Language Program

Category 12
Sentence Structure 4

NAME _____

DATE _____

Directions: Change the sentences in the first group to fit the second code.

Code 1 ✓not

Code 2 ^not

1. She isn't happy. 1. Isn't she happy?
2. They aren't last. 2. _____
3. He isn't fast. 3. _____
4. She isn't damp. 4. _____
5. They aren't small. 5. _____
6. We aren't gabby. 6. _____
7. You aren't fatter. 7. _____
8. We aren't mad. 8. _____
9. She isn't taller. 9. _____
10. They aren't ragged. 10. _____

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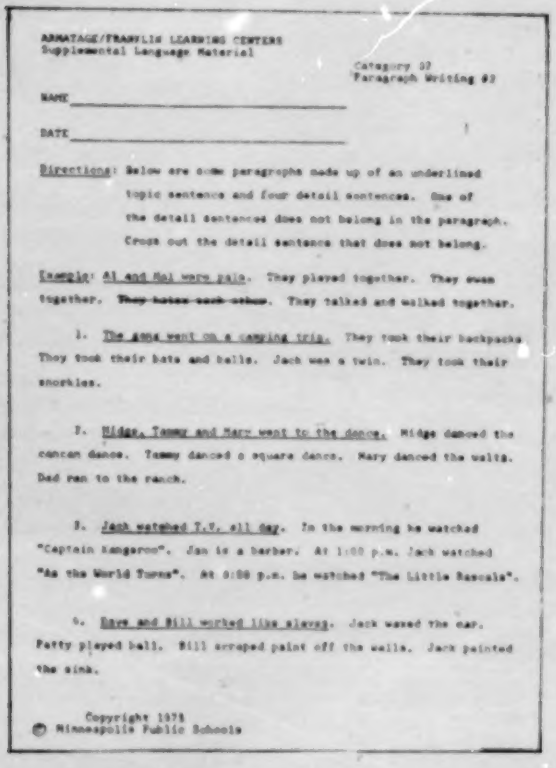

ARMATAGE/FRANKLIN LEARNING CENTERS
Supplemental Language Material

Category 02
Paragraph Writing #2

NAME _____

DATE _____

Directions: Below are some paragraphs made up of an underlined topic sentence and four detail sentences. One of the detail sentences does not belong in the paragraph. Cross out the detail sentence that does not belong.

Example: Al and Hal were pals. They played together. They swam together. ~~They hated each other.~~ They talked and walked together.

1. The gang went on a camping trip. They took their backpacks. They took their hats and bells. Jack was a twin. They took their snorkles.

2. Midge, Tommy and Mary went to the dance. Midge danced the concan dance. Tommy danced a square dance. Mary danced the waltz. Dad ran to the ranch.

3. Josh watched T.V. all day. In the morning he watched "Captain Kangaroo". Jan is a barber. At 1:00 p.m. Jack watched "As the World Turns". At 3:00 p.m. he watched "The Little Rascals".

4. Dave and Bill worked like slaves. Jack waxed the car. Patty played ball. Bill scraped paint off the walls. Jack painted the sink.

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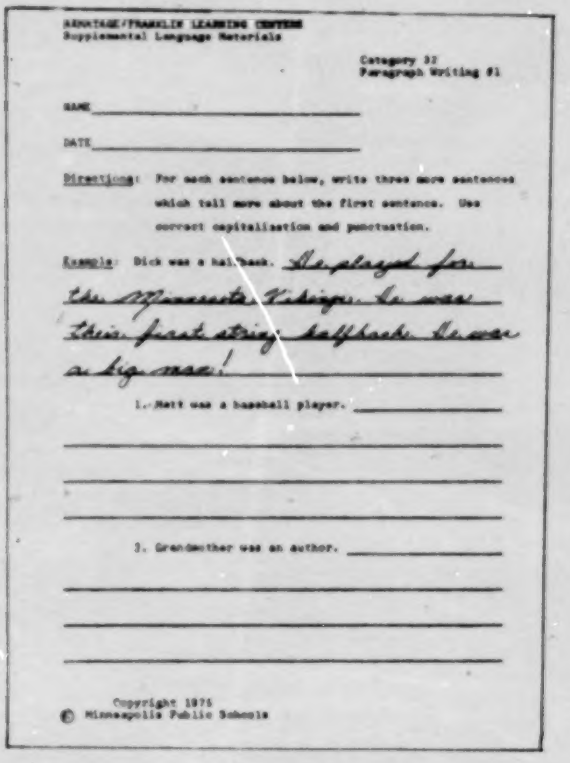

ARMATAGE/FRANKLIN LEARNING CENTERS
Supplemental Language Materials

Category 02
Paragraph Writing #1

NAME _____

DATE _____

Directions: For each sentence below, write three more sentences which tell more about the first sentence. Use correct capitalization and punctuation.

Example: Dick was a halfback. He played for the Minnesota Vikings. He was their best string halfback. He was a big man!

1. Matt was a baseball player. _____

2. Grandmother was an author. _____

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MATH

By applying the Discrepancy Model of Solving Performance Problems to math, it is possible to build an individualized program based on the specific needs of the student. The task analysis approach is used to break math skills into the prerequisite subskills. Proficiency criteria are applied to many of those subskills such as computation of basic math facts. Examples of the daily monitoring of math proficiency are shown in Appendices 9 and 10.

To identify the student's strengths and weaknesses, the Key Math Test is administered. Performance discrepancies are noted in each math area. Specific objectives are developed and a remediation program planned. Students are then monitored daily; they progress through a sequence of skills as quickly as they can master individual objectives.

The math program uses a variety of commercially available and teacher-made materials. Games and manipulatives are used in the remediation of math discrepancies. Word problems stressing comprehension are frequently done orally. Those students who perform adequately in math are integrated into mainstream classes in the host school.

ORAL COMMUNICATION

Students with low verbal skills are enrolled in an oral communication class where they work on expanding vocabulary, improving listening skills and expressing ideas. The language consultant, the social worker and the classroom teacher work together in designing the oral language program. Directed listening activities, creative dramatics, word games and pantomime have been used. Specific lessons have concentrated on labeling, word relationships, (synonyms, antonyms, analogies) sequencing, categorizing, use of adjectives, use of complete sentences, and vocabulary development in concept areas.

The language consultant and classroom teacher are developing ways of assessing the oral language of SIMS students to provide a more specific focus to the remediation program. The staff want to develop a more measurable and sequenced way of teaching oral language skills. The language consultant has taped oral language samples from SIMS students and from mainstream students in order to compare the two groups by identifying discrepancies and then explore ways to reduce the discrepancies.

V. CLASSROOM STRUCTURE

SIMS students, like many secondary learning disabled students, are often markedly discrepant from their peers in: motivation to work, ability to attend, ability to complete tasks and the ability to work independently. The SIMS classroom structure is set up to help students develop these behaviors so necessary to academic success. Systematic Instructional Management Strategies can be applied to facilitate the acquisition of these prerequisite behaviors as well as the academic skills which the student will need in order to return to mainstream educational settings.

Station Approach

In order to create a classroom climate conducive to learning and to accommodate students with the problems noted above, a station approach was developed in SIMS classrooms. This approach also enables each student to progress at his/her own optimal individual pace independent of the others in the class.

The two-hour reading, spelling and written language class is divided into twenty-minute stations. The student rotates through these five stations each day. Frequently, a kitchen timer is used to time the stations and signal the time to rotate. Each student has an individual folder with appropriate individualized work in it. The stations and sample tasks for each station are listed below.

Spelling Station - Listen to spelling tape and write the words and/or sentences

Work on a spelling exercise

Practice a spelling skill

Writing Station - Complete appropriate exercises from written language curriculum

Write in a journal

Write a story, given a picture, a story starter, an idea or film

Teaching Station - Be instructed by teacher on reading skills at appropriate concept level

Be instructed by teacher on spelling or written language skills

Timing Station - Do several one-minute timings with aide in SIMS materials and Know Your World

Graph score on 6-cycle chart, correct errors

Practice words on flash cards and word lists

Read with aide in outside material

Enrichment Station- Read in material of student choice

Practice cursive writing

Listen to tapes

Work on puzzles, drawings, or projects

Play learning games (cards, bingo, etc.) which reinforce the skills student is learning

Each station is labeled and the station schedule as well as the work and behavior requirements for each station are frequently posted as Appendix 11 illustrates. Care is taken to clearly delineate reasonable expectations for each station. Since each student's work is individualized and assignments are short, the student should be able to attend to tasks, to complete his/her work and to experience success.

As students progress through the program, an effort is made to provide them with group experiences similar to those they will encounter in regular classes. Few regular classes operate with the firm structure, short tasks and individualized work characteristics of a station approach. Students who seem ready are given longer tasks, are taught in small groups rather than individually and are thus gradually introduced to a more typical classroom environment. The more "advanced" SIMS classes combine group activities and less structured activities with the station approach.

Classroom Management

In order to reinforce academic achievement and necessary learning skills such as attending, working independently and completing tasks, behavior management systems operate in all of the Franklin SIMS classrooms. Point systems serve as a consequence intervention to reinforce desired behaviors, both academic and social.

In setting up point systems, attention is given to pinpointing the discrepant behaviors in need of changing. The following classroom point chart illustrates some behaviors typically reinforced by points.

	Points
Be on time.	1
Start work when bell rings.	2
Complete assignments.	2
Keep hands to self.	1
Keep comments to self.	1
Ignore distractions.	1

This particular point system reinforces only appropriate social behaviors. In this class, academic achievement (quantity and quality) is reinforced by daily grades. Other classroom point systems may include reinforcement of specific academic behaviors such as mastering a category, completing a spelling list and writing a story.

As the above point chart illustrates, appropriate school behaviors are clearly specified. The point system is posted in the classroom so that both teacher and student may refer to it. An individual point card or a room chart is used to record students' point totals. (See Appendices 12 and 13 for examples.)

Points may be spent in many ways. Some classes use points to earn grades and/or choice time, while other classes have activity and materials rewards as well. Students may pay points to work on a project or to buy items at periodic auctions and white elephant sales. In some classrooms, students use ledgers and checks to record the spending of points. Reinforcement menus are often posted so that students are aware of what their points can earn.

Behavior management systems are applied to groups as well as individuals. In the oral communication class, an aide tallies and charts the number of positive versus the number of negative behaviors of class members. If all group members achieve certain agreed-upon goals, a group activity away from school (or another reinforcer) is arranged. Appendices 14 and 15 show the recording form and chart used in the class. Behavior graphs, such as the one mentioned above, serve not only to manage behavior but also to give the students helpful, immediate and objective feedback on their behavior. This feedback, in itself, is frequently an effective means of changing behaviors. Point systems and behavior charts help the student learn what are acceptable and appropriate behaviors for a school setting and how s/he measures up to these standards.

The consequent intervention of points or choice time is an effective intervention with many students. In some cases, however, when points or other motivational techniques do not appear effective, the performance problem is re-analyzed and other intervention strategies are developed. Frequently antecedent interventions are needed as well, for example, shorter or less frustrating tasks, additional practice of a specific concept, a move to a less distracting part of the room.

While most SIMS students need the structure and clarity of a point system to function effectively in a classroom, a few have sufficient motivation and inner control to function without this structure. Even these students, however, appreciate the specificity of the system and its frequent acknowledgment of work well done. In all cases, teachers pair praise and attention with the giving of points so that all students will learn to derive satisfaction from these less tangible reinforcers -- frequently the only reinforcers found in regular classrooms.

VI. INDIVIDUAL MANAGEMENT STRATEGIES

The individualized academic programming and the SIMS classroom structure are often effective in eliminating or reducing the problem behaviors that many SIMS students have upon entry into the program. Some students, however, need more specialized assistance in learning to manage their behavior. Case management of these students often leads to the development of individual management programs to work on a specific problem behavior. This chapter will discuss specific individual management strategies which are frequently used at the SIMS Center.

Student Contracts

Student Contracts are often used in working with students who have social behavior problems. The contracts can be formal or informal, temporary or continuing, depending upon the need. The case manager (or teacher) may talk with the student about the presenting problem in order to pinpoint the problem behaviors as specifically as possible. The student is encouraged to report "his side" of the problem and make suggestions as to how it can be resolved.

After the problem is defined, an agreement or contract is made between student and teacher. Contracts frequently involve the use of a consequent intervention - a reward or punishment. These are usually phrased in "If...then" language ("If I am on time to reading for a week, then I earn ten minutes of free time." "If I do not get in any fights this week, then I can go roller skating Friday night.")

The principle of successive approximations is often used in making contracts with students. For a very difficult student, global goals such as "Be good in all classes" are avoided. First, the student might contract to "Attend all classes". After he has succeeded at that, "Be on time" might be added to the contract. Later goals might be "Not disrupt the class" and "Try the work". Contracts may initially be made for very short periods of time. Some students start on daily contracts and, after they are able to handle these, work up to weekly contracts.

By making contract goals small and obtainable, the case manager tries to insure that the student can succeed with the agreement. An effort is made to "catch the student being good" and reward him for this rather than pay attention to him only when he is acting out. This strategy applies not only to contractual agreements, but to most classroom situations. As much as is reasonable, teachers try to ignore negative behavior and pay attention and reinforce positive behavior. One way several teachers do this is by giving bonus points to those students who ignore disruptive students.

Parents may or may not be involved in student contracts depending on the severity of the problem and the nature of the parent-child relationship. Some parents may participate in the making and signing of the contract and may be involved in the "then" consequence of the "If...then" arrangement. They may, for instance, take a student on an outing if he has done well or take away television privileges if he has not kept a contract. Since the student is an active participant in any contractual agreement, he very often is responsible for drawing up the document. Several examples of student contracts are shown in Appendix 16.

Daily Behavior Report

The Daily Behavior Report is another technique often used to manage individual behaviors. The form (Appendix 17) is used to cue a student in to the expectations regular teachers have of him and to provide daily feedback on his behavior. The teacher writes down the behaviors s/he expects of the student and then rates these behaviors after each class hour. The form can be taken home nightly for the parent to review or it may be reviewed at school by the case manager. A reward or punishment may be made contingent on the ratings received. Often the student's case manager and the regular teacher meet to discuss the problems the student is posing and to try to agree upon a reasonable standard of behavior and to iron out any misunderstandings. As with contracts, initial behavior reports have small and realistic goals for the student and later work up to more difficult goals. Again an attempt is made to emphasize and attend to the positive rather than the negative behavior. The Daily Behavior Report has been a helpful tool in managing behavior because it can be adapted to cover almost any kind of problem. It has also been helpful in assisting regular teachers in pinpointing exactly what is acceptable and what is unacceptable in their classes.

Miscellaneous Behavior Management Techniques

This last category includes a variety of techniques which have been tried in individual cases. In some cases, the problems were too mild to warrant a contract or a Daily Behavior Report. In other cases, these techniques were tried after other strategies had been attempted with limited or no success. These techniques will be illustrated with examples.

1. Dwayne mimicked adults constantly in a sarcastic and annoying way. His teacher took a baseline on his mimic rate and found that he usually mimicked over 20 times in the two-hour reading class. Dwayne and the teacher discussed the problem and how it irritated the teacher. They agreed that if he could mimic only 5 times in the two-hour class, both could tolerate it and Dwayne would earn a stick of gum. The behavior fell off immediately (although Dwayne made sure he got in his 6 legal "mimics") and Dwayne enjoyed the attention he received in counting the few mimics.

2. Mary always reacted when teased by the boys in second hour. She worked with her teacher in making a wrist counter out of beads and leather. She used this to tally the number of times she was teased in second hour. After she had a week's baseline data, the teacher helped her decide on her intervention - ignoring the teases. The teacher counted the number of times Mary ignored teasing and gave her both immediate moral support and a later treat for ignoring. Mary soon noticed that the number of teases decreased when she did not react to them.

3. David was unmotivated in reading and was not making progress as his 6-cycle chart indicated. A class discussion led to the decision that every time David mastered a new category, he was given a treat (candy, cocoa or the like) to share with his classmates. Not only did he get peer pressure to work hard but he also learned to interact more positively with his classmates. His rate of mastery improved immediately.

As can be seen in all of these individual cases, the Discrepancy Model of Problem Solving was followed. All of the above cases involved pinpointing the behavior, devising an intervention, finding a way to measure the effectiveness of the intervention and then interpreting the results. All of them also involved active student participation. The interventions mentioned above were successful -- many other interventions have been tried which were not successful. In these cases, interpretation of the performance measure led staff to develop and try new interventions.

Individual behavior management is an integral part of the program. The frequent case management conferences dealing with academic and social behavior and the designation of a case manager insure that constructive attention is paid to individual behavior problems. Frequent case reviews insure that the recommended interventions are, in fact, implemented, evaluated for effectiveness and changed if necessary. Individual programs using student contracts or other strategies are used if indicated.

Devising, implementing and assessing the effectiveness of individual behavior management plans is frequently very time-consuming for the case manager. It involves much work and close supervision - especially at first. Carefully designed plans which are followed up consistently generally succeed. The original expenditure of time and energy by the case manager is rewarded by fewer problems later. The key to a successful individual behavior management plan seems to be persistence, steady monitoring, and evaluation of the effectiveness of the plan. To adapt an old expression, "If at first you don't succeed, interpret results, develop a new intervention strategy, and try, try again."

VII. GROUP COUNSELING

As previously indicated, many students enter the SIMS program not only with academic deficits but also with social and behavior problems. Some have outward problems such as relating to peers and dealing with authority figures while others have less obvious problems -- poor self-concept, shyness, and poor social skills. Many of those personal problems interfere with an optimal learning climate -- for the individual student, his peers, and the staff. Case management conferences often pinpoint a need for work in the area of personal-interpersonal relationships. Because these needs were common to so many SIMS students, the group counseling program was established.

General Information

Students are referred for group work by any SIMS staff member, the student's parents or the student himself. Most commonly, a referral occurs during a Case Management Conference, which pinpoints the student's discrepant behaviors. Reasons for referral include: helping the student with socialization, building self-esteem, helping students cope with aggressive behavior, increasing assertiveness, working through interpersonal problems.

The general goals for the counseling groups arise out of the needs of the students involved and may vary from group to group.

The general goals of one group are:

1. To develop social skills in interaction with peers and adults.
2. To help students accept responsibility for their own behavior.
3. To develop problem-solving skills.
4. To help students develop a positive self-image.

The objectives of a second group are somewhat different:

1. Improve group listening skills.
2. Increase student's verbal self-expression.
3. Increase cooperative interaction with peers and adults.
4. Increase problem-solving skills.

The SIMS social worker coordinates the group counseling; however, SIMS teachers, social work interns, school psychologists, and graduate students in school psychology often function as co-leaders to facilitate the group process.

Small groups of six to eight students meet once or twice a week, usually for the entire school year. Time limited special interest groups such as assertiveness groups and career exploration groups have also been held -- usually running for 6 - 8 sessions. Depending on the composition of a group, the interest and presenting problems of the students referred, a group can achieve its purpose through planned activities, discussion, or both.

Initial Interview

After a student has been referred, the group leaders meet individually with him/her to describe the group. The leaders explain the general purpose of the group -- to help students become more successful in school by getting along better with others. The student is told when the group will meet, how it will operate, and what the student can expect from the group. The student is asked to identify a behavior which s/he would like to change, something which would make school a more successful and/or enjoyable experience. Students often have difficulty identifying a behavior so the group leaders often suggest examples of behaviors other students have selected, discuss the reasons the student was referred, and ask questions about the student's school experience. The student's behavioral goal is written as a contract and is referred to during later group sessions.

Examples of goals which have been chosen by Franklin students are as follows:

- to participate (talk) in group without being urged or reminded
- to help others participate more in group
- to talk about different ways to handle my anger
- to get along better with my father
- to stop fighting in shop class

The student then agrees to attend the group and to share his/her behavior goals with the other members. For reluctant members, a compromise is worked out whereby the student agrees to attend group on a trial basis for three sessions and then meet with the leaders to discuss the experience and make a decision regarding continuation in the group.

Rules and Structure

Students are involved in establishing rules or guidelines for group discussion. This initial involvement helps to build a sense of group cohesiveness and loyalty.

Some groups function better with a well-defined structure in which appropriate behaviors are reinforced. Tokens or points are used in such groups. To monitor group behaviors and evaluate the

effectiveness of various strategies, an observer uses a group observation form (Appendix 18) to collect information on desired and inappropriate behaviors. This enables the leaders and students to evaluate progress toward goals.

Many of the students in the group lack the basic skills needed in discussion and in group interaction. Therefore, they need to learn these prerequisite skills before dealing with their goals. Listening to others, taking turns, staying on the topic and tolerating not being the center of attention are skills needed to function in a group. Group rules and the reinforcement system stress these behaviors.

Techniques for problem-solving and working on goals

Several different techniques are used to help students learn to discuss problems and begin to change behaviors. An initial problem to be dealt with is the student's anxiety at being in a group, a new and possibly threatening situation. Ice-breaking activities help the student feel more comfortable and give him/her a sense of group identity.

The group leaders demonstrate discussion techniques and behaviors they want the students to use by sharing information about themselves and by modeling appropriate discussion and question-asking techinques. Leaders also reinforce the student's appropriate behaviors by offering attention, praise, and sometimes tokens. They are careful to pair the reinforcement with a statement describing the behavior being reinforced.

The leaders help the student pinpoint problems or concerns in concrete and personal terms. This enables the students to discuss their problems more rationally and constructively. Specific examples of personal incidents are used to help students analyze problems and explore how they feel and behave in problem situations. The group may then brainstorm a variety of possible solutions to the problem incidents and discuss probable consequences of those solutions. Frequently, this procedure is diagrammed on the blackboard as shown in the example below:

Problem	Solutions	Consequences
I feel bad and get mad when my mom blows up at me for staying out late	Run away	Get caught; nowhere to go
	Tell her off	Get grounded
	Get Dad to tell her to get off your case	He wouldn't listen; always takes her side
	Not stay out late, etc.	Don't want to
	Make a deal with her where you can stay out late if she knows ahead of time	Might work

The technique of specifying and listing more than one solution and consequence often enables a student to see that s/he has choices and options within his/her control.

Role playing is another technique used to allow the student to try out different solutions to problems; students are encouraged to reverse roles and try to experience how the other person is feeling. Leaders structure the role playing so it is a constructive and enjoyable experience. They may introduce students to role playing gradually by playing charades or giving scripts to students unfamiliar with these techniques.

After students have discussed a problem situation within the group, they may be encouraged to try the proposed solution elsewhere -- in the classroom or at home. The student may first role play how he hopes to handle the given situation while group members provide feedback and suggestions. The group can later evaluate whether the change worked or whether revision is needed, and they can also provide encouragement and support in a group member's attempt to resolve a problem situation.

Individual sessions are often held with group members to discuss their progress in the group. Students who have difficulty sharing personal situations or working on their behavior goals may talk individually with the group leaders at periodic intervals. Often the student's contract with the group is reviewed and sometimes the goal is revised and made more realistic.

Students in some groups complete a questionnaire at the close of each session (see Appendix 19). This is a self-rating form which the student fills out regarding his/her individual performance in group. Students are reinforced for completing the form, not for getting high ratings, and honesty is encouraged.

The social worker and staff are attempting to apply the Discrepancy Model of Solving Performance Problems to the group counseling program. Progress toward goals in group counseling is difficult to measure because the goals are frequently more affective and less concrete and because there are many intervening variables between the weekly group sessions. However, this model does help the staff view the personal and interpersonal problems of students behaviorally, and systematically organize and evaluate interventions and strategies.

VIII. PARENT INVOLVEMENT

Parent involvement is an important aspect of the Franklin SIMS program. Parents are encouraged to take part in all facets of the program -- Advisory Board meetings, Open Houses, Case Management meetings, and parent educational or support groups. Care is taken to ensure that parents are informed about their child's progress and are in agreement with any program changes.

Admission to Program

Parent contact with SIMS Center Staff starts at the SERCC (Special Education Resource and Coordinating Committee) meeting when the parents and student meet with Minneapolis Special Education staff to determine what program is most appropriate for the student. A representative of the Franklin SIMS Center (the coordinator or social worker) attends the meeting and describes the program. The classroom structure, the academic program, and the expectations the staff have of students are outlined.

If the SERCC staff decide that the Franklin SIMS program, rather than another Minneapolis program, is the apppropriate placement, the parents and the student are invited to Franklin to visit. The student and parents see the classes in operation and talk with staff. At this time the Parent, Student, School Agreement is signed. This agreement outlines the responsibilities of all three involved parties -- the parent, the student, and the school staff. It emphasizes the Center's commitment to good communication. Parents are also informed, at this meeting, of the six-week case management conference and the staff's intent to give weekly student progress reports during the first six weeks. They are also told about the parent groups which the social worker conducts and they are encouraged to attend at least one of these.

In some cases, an individualized management program is set up during admission procedures so that the parents can provide input as well. If a referred student comes to the Center with a history of problem behavior, this may be dealt with immediately. Chronic truants are told that this is unacceptable at the Center and they (with their parent's support) make a commitment or contract to attend all classes. Acting-out students are informed of the SIMS Center rules and are told that their behavior and appropriateness for the program will be re-evaluated at the six-week conference.

The first six weeks of student enrollment are considered an evaluation period. Parents, student, and staff assess the program's appropriateness for the student. At the end of the six weeks the parent and student attend the case management conference, discuss progress and problems, and share in any decision making. The parent receives written notice (Appendix 20) and usually a telephone call about these and all meetings. The parent also receives a copy of the Case Conference Summary. This Summary, the Parent Student School Agreement and other forms describing and/or documenting the parent/school communications can be found in Appendices 1, 3, 20-23.

Center staff record all telephone contacts to parents on a card filed in a box by the phone. The card is a helpful tool in looking at the student's progress. Staff evaluate whether most contacts have been positive or negative; they can also look for change over time and remind themselves about past contacts and reactions. An effort is made to see that more positive than negative calls are made. Staff also try to mention minor problems early in a concerned, factual and non-judgmental way. Staff try to enlist parent support in solving the minor problems early rather than contacting parents only when problems have become monumental.

In some cases, repeated contacts with a few parents have been ineffective or counterproductive. If working with the parents has not been successful, other strategies are tried. Occasionally another significant adult (a coach, a grandmother, a welfare worker, a counselor) may be enlisted to help. In other cases, the student himself is always dealt with directly.

The staff makes an effort to make most parent contacts positive. If a student has done well, a "Glad-gram" may be sent home, or a call may be made. Weekly letters on student progress may be mailed home. Notes about successes in regular classes are included (Appendix 22).

As noted in other chapters, the parents may be more directly involved in cases where social behavior is a problem. The parents may be asked to come to school for additional meetings to discuss the problem. They may participate in a student contract by cosigning it or by rewarding or punishing the student if he keeps or breaks the agreement. The case manager may work with the parent to set up reasonable contingencies at home. An effort is made to steer parents away from the overly strict and poorly enforced punishments ("grounded for a month") that some have often administered without success in the past.

When a student is ready to leave the program, the parents participate in the decision as to where he goes and what kind of program he enters. The SIMS staff, student, and parents attend the SST (Student Support Team) meeting at the new school and work to make sure that the new program is appropriate.

Parent Groups

Parent groups are available for all parents of Franklin SIMS students. Two types of groups, educational and support, are run by the social worker with the help of a graduate intern. Parents are told about the groups at the SERCC meeting, at the initial Franklin tour, and at the Open House when both parents and students attend. The social worker describes the groups at the Open House and asks the parents to fill out an Interest Survey so that s/he may plan appropriate activities.

Educational Parent Groups are set up to meet the information needs of the parents. Outside speakers and project staff generally participate in these sessions. Speakers have included a Juvenile Court Referee, who spoke about learning disabled students, delinquency, and the law. Learning disabled adults have talked

about their experiences and how they have coped with their problems. Several psychologists and a pediatric neurologist have spoken about adolescence, learning disabilities, and behavior problems. The sessions are generally informal with coffee and socializing before the talk and questions and answers after the meeting.

The Parent Support Groups serve parents who want to discuss and work on common problem areas. Often a problem is analyzed and solutions suggested in a way similar to the student group. Frequently a parent (with the support of other parents) will devise a new way of dealing with a problem and will try this out at home. Principles of parenting found in such books as P.E.T. by Gordon and Children the Challenge by Dreikurs are often discussed. Sessions have focused on problem ownership, open communication, behavior modification, and other topics. Some parents who have participated in these groups have been encouraged to join other counseling groups or try family counseling to continue working on problem areas.

Parent involvement is an important aspect of the program and a very important component of behavior management plans. Almost all parents have welcomed the involvement and the communication. Many of the students have also appreciated the positive contacts and the new opportunity for their parents to be proud of them.

IX. CASE STUDY

In order to show the interworkings of program elements and the actual implementation of program philosophy, a case study has been included. The case study depicts a SIMS junior high student in his first three months at the Center. Because the Center is small and student cases are recognizable, the case study shows a typical but not actual student.

Jake M. was referred to the SIMS Center in late October. He had started seventh grade at his local junior high but he was, in the words of his SLBP teacher, "not making it." He had started to skip academic classes shortly after the school year began. An SST (Student Support Team) meeting was held about Jake and the decision was made to transfer him into the easiest section of each academic class. He dropped an especially frustrating social studies class and was enrolled in a second hour of SLBP Resource help.

Despite these changes, Jakes' attendance did not improve. He did attend his SLBP reading and math class and his gym class regularly, but he attended science, health, and wood classes only about half of the time. The assistant principal frequently found Jake skipping with other boys in the bathroom, behind the boiler room, or outside the building.

Jake had received SLBP resource help since third grade. His elementary school resource teacher had expressed doubts about his ability to succeed in a junior high school; however, Jake and his mother had decided he should try regular junior high.

In addition to giving Jake two hours a day of direct service, Jake's SLBP teacher was working with his regular teachers to modify classroom expectations for him. She also had tried to develop contracts with Jake to improve his class attendance. She had arranged to have peer tutors help him with regular class reading assignments but he was still failing these classes.

The SLBP teacher felt frustrated because Jake's reading level was lower than most of her other students. She had tried a variety of tutoring techniques but none seemed to be working. She felt that Jake was of average intelligence but that he was not learning to his capacity.

It was at this point that a second SST meeting was called. The building social worker, the mother, the SLBP teacher, the assistant principal, and Jake were in attendance. Jake's previous plan and his lack of progress were reviewed. The team decided that a referral to the SERCC (Special Education Referral and Coordinating Committee) should be made to explore other possible placements for Jake.

The SIMS Coordinator and Social Worker attended Jake's SERCC meeting. They described the Franklin SIMS program. Two other programs which put heavy emphasis on social behavior were discussed, but

the group felt that the SIMS program would be most appropriate. Since Jake's attendance record for his SLBP class and gym class was good, it was hoped that the combination of a more structured or smaller program and a more appropriate class schedule would handle the possible attendance problem.

At the SERCC meeting, Jake's school records were reviewed. Regular teachers had consistently noted problems in attending, keeping up, and completing work. SLBP teachers generally remarked that Jake was cooperative and pleasant but had real difficulty with reading. Achievement tests placed Jake at second grade level in reading. Intelligence tests showed an I.Q. in the average range with a verbal score significantly lower than the performance score.

Jake and Mrs. M. both agreed that the Franklin program seemed appropriate. They met briefly with the SIMS social worker at the close of the SERCC meeting to arrange a visit the next day.

Jake and his mother were shown the Franklin SIMS program the next day. They visited the reading classes, toured the building and the gym, and then met briefly with the program coordinator. The coordinator explained that a minibus would transport Jake to and from school. She discussed possible classes with Jake and his mother. They decided that he would take gym and metals in addition to two hours of SIMS reading, spelling, and written language, the SIMS math class, and the SIMS oral communication class.

The date for the six-week case management conference was set up before Jake and his mother left. They were told that the first six weeks were an evaluation period during which Jake could evaluate the program and the staff could evaluate the program's appropriateness for Jake. Jake was also told that his skipping problem was a concern and that staff members would watch this carefully to see if action needed to be taken about it. Mrs. M. was told about the coming parent group meeting and encouraged to attend. She was also told about the staff's intent to call weekly during the first six weeks.

Jake's case was discussed at staff meeting on the next afternoon (a day prior to his entry) in order to make tentative plans for the six-week evaluation period. The social worker reviewed relevant history -- his experiences and program at the home junior high, his test data, his interests and skills. She noted that Jake came from a single parent family, that the older brother (and only sibling) was a high school drop-out now in the army, that the mother seemed concerned and cooperative.

Jake's case was examined using the Discrepancy Model of Problem Solving. Discrepancies and problems in the areas of regular class attendance, verbal skills, and reading were noted. These areas were to be evaluated during the first six weeks. The speech clinician would conduct an individual language evaluation, and she would work with the classroom teacher in assessing Jake's needs in the oral communication class. The social worker would check on regular class attendance and general school adjustment. She would also look into the possibility of including Jake in a counseling group.

Jake's reading teacher would test him into the SIMS sequence and begin reading work at the appropriate level. He would also be assessed in math. It was decided that inclusion in the SIMS Math class would be appropriate at first; however, since his math skills were only slightly below average, eventual integration into the Franklin basic math class would be considered.

The social worker volunteered to be Jake's case manager since she related well with Jake and since she would be involved in home contact regarding his attendance. She summarized the initial and tentative plans and made sure all members of the interdisciplinary team were aware of their role in Jake's six-week evaluation. She started a case management file on Jake which would include copies of all parent correspondence, case management plans, and student contracts.

During the six-week evaluation period, Jake did well in all his SIMS classes and his gym class. He and another student skipped metals once in the third week. The case manager was fortunate in discovering this immediately (he was seen in the halls). She spoke with him immediately and called his mother (recorded on card in Appendix 22) to arrange that he spend his lunch period for two days in her room to make up the time. He spent the hour catching up on metals reading assignments with an aide. He did not skip again for the remainder of the six-week period.

During this six-week evaluation period, the social worker and all staff also tried to reinforce Jake's good attendance. Several "glad-grams" (Appendix 22) were sent home to reward him and to insure that his mother reinforced these positive behaviors.

Jake tested into Category 9 in accuracy in the SIMS Reading and Spelling sequence. He read Categories 1-8 (closed syllables with easy endings, with short a) accurately, but only had 60% accuracy on the digraph words in Category 9. In proficiency testing, Jake tested into Category 4. In spelling, Jake's skills were lower -- he spelled accurately in Categories 1 and 2 but made many mistakes in the final sounds of Category 3.

Jake's reading teacher showed Jake his test and explained what he seemed to do well and what he seemed to need more practice on. She explained that they would start working at these three levels and move him on when he had mastered these skills. She showed him the charts and forms (Figure 3 and Appendix 7) to monitor his progress.

Jake also wrote a paragraph about a given picture so that his teacher could assess his written language skills. She then explained to Jake what kind of written language work he would start doing.

A classmate of Jake's showed him the stations on his first day. He explained where work was kept, how points were earned, and how the schedule worked. Jake's teacher also gave him much support and supervision during his first weeks of adjusting to a new classroom routine.

In math, the teacher went through the same procedure of pinpointing Jake's skill level and establishing preliminary goals. The testing indicated that while Jake could perform simple computations very accurately, he worked slowly and needed to concentrate on developing these skills to a proficient and automatic level.

In late November, Jake's six-week case management conference was held with Jake, his mother, and all involved staff attending. The social worker, Jake's case manager, conducted the meeting. She reviewed Jake's academic assessment and academic progress as well as his attendance. Long-term goals were set and a plan was devised. Since Jake has mastered three categories in both reading proficiency and spelling, his academic goals were set based on that progress. The only potential academic problem seen by the staff at this time was metals classwork. The need to keep monitoring attendance and work in this class was noted.

The language clinician noted that Jake's sentences were relatively simple and nondescriptive for his age. This language deficit was also noted in his written paragraph -- a lack of descriptors and details, and an overuse of simple sentences. The language clinician thought that Jake would benefit from exercises in using adjectives, in making complex sentences, and in elaborating ideas. These activities were part of Jake's oral communication class and would be stressed for Jake.

The social worker reviewed the need for home-school communication, and it was established that contact would be at least monthly. In addition, since the mother was attending the parent groups, she would see the social worker for biweekly reports.

No major problems or goals in the area of personal-interpersonal skills were noted, and it was decided that Jake would not join a counseling group at this time. However, the oral communication teacher and the language clinician did remark that Jake did not talk much in class. They thought it might be because he was not yet totally comfortable with the other students. They said that they would try to encourage Jake to participate more.

Mrs. M. said that she was pleased with Jake's progress so far. The only problem she saw was that Jake missed his friends from his home school and that he didn't like getting up half an hour earlier to catch the bus. Jake said that the program was O.K., that he liked gym but didn't like metals because the work was hard. He was reminded that he could get extra help in metals. Jake mentioned that the metals teacher sometimes asked him to read aloud and he couldn't do it. The case manager noted this and promised to ask the metals teacher about this.

Jake's case management conference was summarized both orally and on paper. His mother was sent a copy of the Conference Summary, and a Case Management Plan was written as well. The case manager used the checklist to insure that all appropriate procedures had been followed and documented. (These forms are in Appendices 1-3.)

Jake did well in the remaining weeks before Winter Break. However, shortly after classes resumed in January, Jake began to skip metals class and hang around outside the lunchroom with some classmates. Two calls home and a talk with his case manager did not succeed in improving his attendance. Consequently, Mrs. M. and the social worker decided that a Case Management Review Conference should be held at an earlier date than originally planned. At this time the problem was discussed and another intervention was decided upon and tried. This process followed the Discrepancy Model of Problem Solving and is shown in detail in Figure 2. The contract emerging out of this conference is included in Appendix 16.

Through the case management process described above, Jake's Individualized Education Plan (IEP) was developed and carried out. Jake's unique needs and assets were assessed by members of the interdisciplinary team. When a significant discrepancy was found, it was analyzed and treated using the Discrepancy Model of Solving Performance Problems. This model was used for attendance problems and oral language problems as well as academic problems. A way to monitor progress and evaluate the intervention was included in all plans for Jake.

To facilitate clarity of discussion, a relatively clear-cut and simple case has been used as an example. Frequently, cases are not as simple or easy as Jake's. However, in all cases the same interdisciplinary approach of developing an individualized educational plan based on the Discrepancy Model of Solving Performance Problems is used.

Appendix 1

Student's Name Jake M. Case Manager Janet Anderson (Social Worker)

SIMS CENTERS: ARMATAGE AND FRANKLIN

CASE MANAGER CHECKLIST

	Date Completed	
Weekly Parent Contact (First 6 weeks only)	10/22	10/28
	11/2	11/11
	11/18	11/25
Parent Letter for Six-Week Conference	11/22	
6-Week Conference	11/30	
Case Management Summary sent to Parent	12/2	
Case Management Plan Revised	1/17	
Monthly Parent Contact (following 6-week Period)	12/20	1/15
Parent Letter for Review Conference (at least twice per year)		
Review Conference (Parent invited - not required to attend)		
Review Conference Summary Sent to Parent		
Case Management Plan Revised (from review conference)		
Final Student Report		
Set Up Home-School Conference (4 weeks prior to transfer)		
Notify Lead Teacher		
Notify Home School SST		
Letter to Parent (2 weeks prior to conference		
Home-School Conference		
Six-week Follow-up Phone Call to Resource Teacher		

Appendix 2

SIMS CENTERS: ARMATAGE AND FRANKLIN

CASE MANAGEMENT PLAN

Student's Name Jake M. Date of Entry 10/21/76

Address _____ Birthdate 10/1/63

Parent's Name Mrs. M. Case Manager Janet Anderson

Home School _____ Initial Date of Plan 11/30/76

I. Personal - Interpersonal

Goals	How Implemented	Persons Responsible
Maintain good attendance in regular classes	Monitor attendance (especially metals) provide extra help if necessary, make interventions if J. begins to skip	Janet + Tom to monitor + help Jake to ask for help

II. Family, School, Home Communication

Goals	How Implemented	Persons Responsible
Maintain good home contact	monthly calls - more frequent if problems	Janet
	biweekly reports at parent group	Mrs. M + Janet

III. Academic

Goals	How Implemented	Persons Responsible
Keep up progress in R+S.	Curriculum, monitoring, changes if necessary	Kristin
work on sentence structure	written lang curric., teaching	"
increase # of verbalizations in Communication class	try different interventions, monitor	Kristin + Irene

Placement Information:

	Cat.	Rate/Goal
proficiency: Reading Is. Words	7	50 wpm
Reading Cum Words	7	50 wpm
Reading Stories	7	100 wpm
Spelling Words	6	
Spelling Sentences	6	

Oral Communication Class: needs to participate more

Math: Can do simple +, -, x, ÷ but needs to develop proficiency

Written Language Comments: needs work in using adjectives making simple sentences using commas

Regular Classes: Gym - good Metals - O.K as of now

REVIEW

CASE MANAGEMENT PLAN

Name Jake M. Date 1/17

I. Personal - Interpersonal

Goals	How Implemented	Person Responsible
Improve attendance in metals classes	Monitor for 2 wks - if 100% attendance, J. goes bowling re-evaluate then + set up another intervention	Janet

II. Family, School, Home Communication

Goals	How Implemented	Person Responsible
See plan 11/30/76		

III. Academic

Goals	How Implemented	Person Responsible
See plan 11/30/76		

Placement Information:

	Cat.	Rate/Goal
Reading Is. Words		
Reading Cum Words		
Reading Stories		
Spelling Wordss		
Spelling Sentences		

Written Language Comments:

Oral Communication Class:

Math:

Regular Classes:

(This conference was held earlier than originally scheduled due to the problem with Jake's skipping metal's class)

Appendix 3

SIMS CENTER AT FRANKLIN

CONFERENCE SUMMARY

Student Jake M. Date 11/30/76
Case Manager: Janet Anderson
Requested By:
Attended By:

- ✓ N. Doyle, Teacher
- ✓ K. Johnson, Teacher
- ✓ T. Staffa, Teacher
- ✓ K. Nelson, Coordinator
- ✓ J. Anderson, Social Worker
- ___ K. Bryan, Social Worker Intern
- ✓ Mrs. M., Parent
- ✓ Jake, Student
- ___ Others (Please Specify) Irene Kilpatrick lang. clinician

Type of Conference:

- ___ Sharing Information
- ✓ Staff Planning
- ___ Review
- ___ Behavior Management

Discussion and Comments:

We discussed Jake's adjustment to the Center. His attendance has been very good. His academic progress has also been good and he has already mastered 3 categories in reading and spelling. Mrs. Kilpatrick talked about her oral language evaluation of Jake. She noted that his sentences were simple for his age and that he rarely used adjectives. The same problems were also noted by Mrs. Johnson in Jake's written language.

Jake and Mrs. M. both felt he was adjusting well.

Mrs. Anderson felt that Jake did not need to be in a counseling group at this time. She stressed the need to keep track of and reward Jake's improved attendance.

Recommendations	Person Responsible
Keep up work in reading, spelling, math	K. Johnson
Keep tract of regular class attendance and work - make sure it stays good	J. Anderson
Improve oral language	I. Kilpatrick + K. Johnson
Keep in touch w/ home	J. Anderson
ask for help in regular classes when needed - (especially metals)	Jake

Review Date: 3/13/77 - To include -

- ✓ Student
- ✓ Teacher
- ✓ Parent
- ✓ SSW
- ___ Others

Appendix 4

SUGGESTED OUTLINE FOR CASE MANAGEMENT CONFERENCE AT FRANKLIN

This is a suggested outline indicating areas the case manager may want to include at conferences.

I. School History - reason for referral - review (especially important at 6-week conference.)

   A. Academic

   B. School behavior and school attendance, class attendance, work habits, getting along with others

   C. Community Agency involvement

II. Teacher's report on student - reactions, comments, etc.

III. Student comments regarding problems and goals

IV. Parent comments regarding problems and goals

V. Devise Individual Education Program

   A. Academic
      1. Report on testing
      2. Reading, Spelling, Written Language
      3. Math
      4. Oral Language

   B. Personal-Interpersonal
      1. Individual Counseling, Group Counseling
      2. Attendance
      3. Disruptive behavior
      4. Bus and hall behavior

   C. Family
      1. Social Work follow-up and/or Agency Referral
      2. School-Home Communication
      3. Participation in parent groups

   D. Set Goals
      1. Arrange monitoring of goals
      2. Arrange review

Appendix 5

CONCEPT ORGANIZATION

SIMS Reading & Spelling Program

The 53 categories of the SIMS Reading and Spelling Program are organized according to the concepts necessary to decode and encode words and sentences. All vowel and consonant sounds are taught at the rote level.

Following the concept breakdown of the SIMS sequence is a list of the rules and generalizations taught within the concept areas.

CONCEPT/RULE	SOUNDS USED
Category 1-3	
Closed syllable concept	Short a
Spelling rules: -dge, -ck, -zz, -ss	All consonants; wr, kn, gn consonant teams
Category 4	
VC/CV syllable division	Schwa sound in unaccented syllables
Placing of accent in two syllable words	
Categories 5-8	
Rules for adding endings	-s, -es, -ing(s)
doubling rule	-ed has 3 sounds
change y to i	-er, -ers
s or es	-y, -ies, -ery
Category 9	
A digraph has its own sound	Digraphs
Spelling rule: -tch	
Categories 10-13	
In a blend, all consonant sounds are heard	Initial and final blends
Categories 14-15	
Concept transfer of ending rules	No new sounds
Syllable division with medial blends	
Category 16-17	
Silent e syllable	Long a
Category 18	
Rule for adding ending to e syllable	No new sounds
Categories 19-22	
Double vowel syllable	Diphthongs: aw au augh al ai ay
Rules for choice of diphthongs	
Category 23	
Multi-syllable words with all sound of vowel a	No new sounds
Categories 24-26	
R-controlled syllable; open syllable	ar er (ir, ur) or war wor
Category 27	
Consonant -le syllable	Consonant -le syllable
Category 28	
Less frequent r combination syllables	-are, -arry, -air, -ear
Categories 29-31	
Prefix and suffix rules	a-, re-, pre-, trans-, dis-, de-, in-, un-, under-, -ly, -tion, -able, -age (Learn as sound units)
Categories 32-36	
Concepts taught through Category 31 transferred to sounds of i	All sounds of i vowel combinations
Categories 37-40	
Concepts transferred to sounds of u	All sounds of u vowel combinations
Categories 41-46	
Concepts transferred to sounds of e	All sounds of e vowel combinations
Categories 47-53	
Concepts transferred to sounds of o	All sounds of vowel combinations

Step Up With SIMS
Child Service Demonstration Center
Title VI-G

SIMS Reading and Spelling Program Materials

Structure and Sequence

Material which the student is expected to decode or encode is presented according to its syllable structure, by teaching only one vowel and carrying it through all the syllable types and all the structures in which that vowel can occur. Listed below is the sequence of skills taught with sample words for each of the 53 categories.

SKILL	EXAMPLE	SKILL	EXAMPLE
1. CVC (a) (s,h,r,wr-, t,p,j,f,m,c,d)	hat, wrap, jam	13. CCVCC (a) -ng, -nk, -ck	sprang, black, drank
2. CVC (a) (n,gn-,b,y, v,l,-ll,w,hard g)	gnat, ball, pal	14. CCVCC (a) blends with easy endings	hatchery, sandy, slapping
3. CVC (a) (z,-zz,-ss, -ck,-dge,n,kn-,qu-)	quack, badge, jazz	15. VC/CVC (a) with medial blends and digraphs	crabgrass, bandstand, trashcan
4. VC/CVC (a)	backpack, ransack, catnap	16. CVCé (a) and -age, ace, -aste, -ange	shake, lace, plate range
5. CVC (a) +easy endings -s,-es,-ing,-ings	batting, waxes, dams	17. CVCé and CVC (a)	plan, wage, hat, scrape
6. CVC (a) +easy endings -ed, -er, -ers	canned, fatter, batters	18. CVCé and CVC (a) with easy endings	tapped, hates, baking, snacks
7. CVC (a) +easy endings -y, -ies, -ery	daddy, tannery	19. CVVC (ai,ay)	spray, mail, lay
8. CVC (a) +endings in Categories 5-7	gallery, batteries, backed	20. CVVC (au,aw,augh,alk)	claw, haunt, walk
9. CCVCC (a) (sh,th,wh, ch, -tch	mash, chat, patch.	21. CVC (-all, -al-, -al)	fall, malt, gal
10. CCVCC (a) -l and -r beginning blends	grass, crack, thrash	22. CVVC (ai, ay, au, aw, augh,alk,all,-al-, -al)	trail, paw, say, calm
11. CCVCC (a) s-beginning blends	scab, splash, swam	23. 2-3 Syllable Words (combinations of A)	rainfall, hamster, matchmaker
12. CCVCC (a) final blends	champ, branch, dance	24. R combinations (-er,-ir,-ur,-ar,-or)	birth, turn, horse

SKILL	EXAMPLE
25. R combinations (-or, wor, -ar, war)	sort, worm, tar, warmth
26. R combinations and CV/C (2-3 syllables, -or, er, y suffixes)	barber, labor, navy
27. CV/-cle and CVC/-cle (a)	scramble, fable, marble
28. R combinations (-ear) (-ar,are,-arry,-air,)	scare, tear, marry shark
29. Prefixes (a-, re-, pre-, trans-)	afraid, return, prepare
30. Prefixes (de-, in-, un-, under-,dis-)	disaster, unwrap, inmate
31. Suffixes (-ly, -age, -able, -tion)	sadly, package, fraction, durable
32. CCVCC (i)	hitch, think, still
33. CVVC (ie) CVCé (i) CV (y)	lie, price, shy
34. CCVCC (-ild,-ind,-igh) CVCé (i)	child, mind, time, thigh
35. Optional Suffixes (-ite,-ive,-ice,-ile, -ine)	fertile, practice, machine
36. 2-3 Syllable Words (i)	rabbit, aspirin, shrieking
37. CCVCC (u)	skunk, fudge, drug
38. CVCé (u) CVVC (ui, ue)	mule, juice, glue
39. 2-3 Syllable Words (u)	pursuit, nutrition, refuse
40. CCVCC (a, i, u)	ranch, lift, nut

SKILL	EXAMPLE
41. CCVCC (e)	pen, shelf, chest
42. CV, CVCé, CVC (e)	we, dent, Steve
43. CVVC (ea, ee)	need, bread, meal
44. CVVC (ei, eigh, ey, ew)	seize, eight, valley, knew
45. Suffixes (-est, -ness, -less, -ment)	happiness,highest engagement
46. 2-3 Syllable Words (e)	president, evening teacher
47. CCVCC (o)	job, block, chop
48. CV, CVCé, CVC (o)	so, wrote, lost
49. CVVC (oi, oy) CVCé (o)	coin, joy, froze
50. CVVC (oa, oe)	coal, Joe, shoe
51. CVVC (ou, ow)	loud, shoulder. cow, own
52. CVVC (oo, ough)	took, cool, rough, thought
53. 2-3 Syllable Words (o)	volcano, shadow. boathouse

SIMS MASTERY RECORDING FORM Jake M

Beginning Date: _____

Ending Date: _____

R.: Reading
SW: Spelling Words
SS: Spelling Sentences

Category:		Week: 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	1
		Date: 9/5	9/12	9/19	9/26	10/3	10/10	10/17	10/24	10/31	11/7	11/14	11/21	11/28	12/5	12/12	12/19	12/26	1/2	1/
1. CVC (a/s,h,r,wr, t,p,j,f,m,c,d)	R							entered program 10/21												
	SW																			
	SS																			
2. CVC (a/n,gn,b,y, v,l,-ll,w,hard g)	R														In the 14th week of the term (starting Sun. 12/5) Jake mastered					
	SW																			
	SS																			
3. CVC (a/z,-zz,-ss, -ck,-dge,x,kn, -qu)	R								a	bc					List a + c of both Spelling Words + Spelling					
	SW								ab	c										
	SS																			
4. VC/CVC (a)	R										a	bc			He also mastered List					
	SW										ab	c			a for words and					
	SS														sentences in Cat. 7					
5. CVC +easy endings -s(es) -ing(s)	R												a	bc						
	SW												ab	c						
	SS																			
6. CVC +easy endings -ed, -er, -ers	R												a	a	bc					
	SW														bc					
	SS																			
7. CVC +easy endings -y, -ies, -ery)	R														a	bc				
	SW														a	bc				
	SS															ab c				
8. CVC (a/ing,-ed, -er,-ers-y, -ies, -ery)	R	This form is used to record accuracy masteries															abc			
	SW	Since the accuracy word lists and accuracy															abc			
	SS																			
9. CCVCC (a/sh, th, ch, wh)	R	sentence lists are divided into a, b and c,															a	bc		
	SW																	ab	c	
	SS																			
10. CCVCC (a/-l and -r beginning blends thr-)	R	the week the student achieves 90% accuracy on a list																a	bc	
	SW	can be indicated by putting the correct letter in the																	a	b
	SS																			
11. CCVCC (a/s- beginning blends)	R	box under the week date and across from the category number.																		
	SW																			
	SS																			
12. CCVCC (a/-mp,-nch, -nd,-nt,-nce,sp, -st,-sk,-ct-pt,-tch	R	In this example, only spelling masteries are noted.																		
	SW	A simple glance at the page reveals rate of progress - if the band of masteries																		
	SS																			
13. CCVCC (a/-ng, -nk, -ck)	R	is [/] progress is slow, if the band is [\] progress is quicker.																		
	SW																			
	SS																			

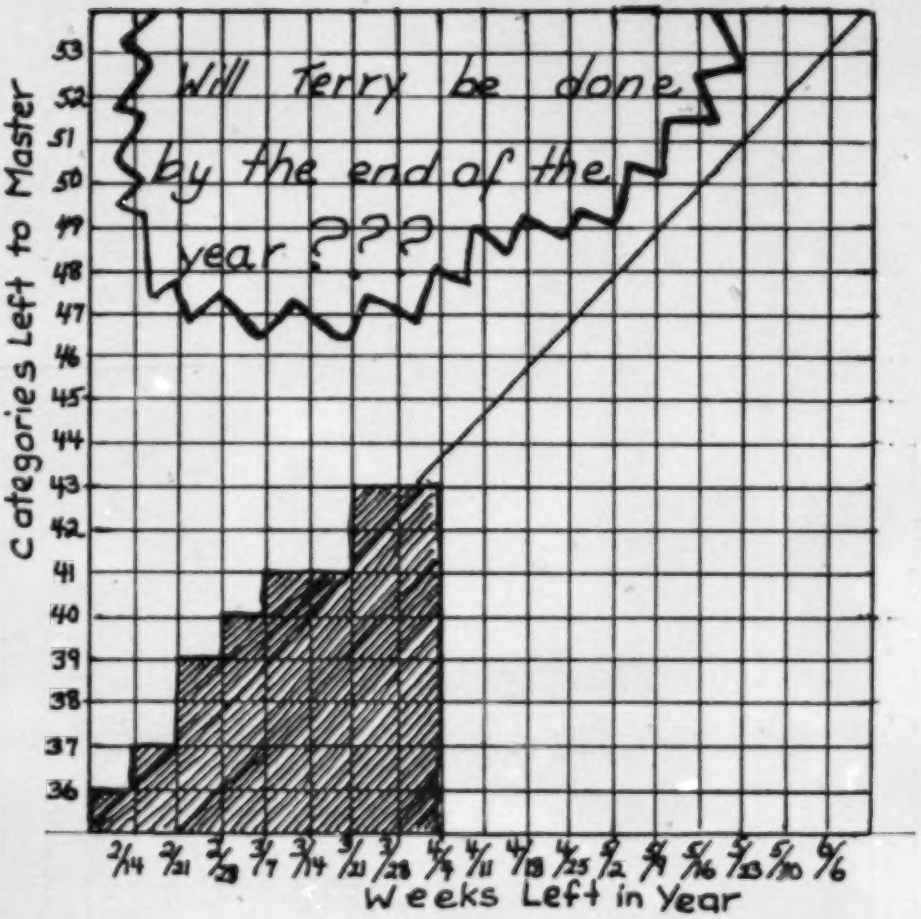
Appendix 7

-42-

GOALS for the week of 3/13

This week I will:

check if done	
✓	Reading master Category 28
✓	Spelling do Cats. 20-22
✓	Writing do 10pp of Para. Writing booklet
	finish reading Call of the Wild



Appendix 9

MINNEAPOLIS PUBLIC SCHOOLS - Special Education Division

SIMS Center at Franklin

Progress Report

Student _____

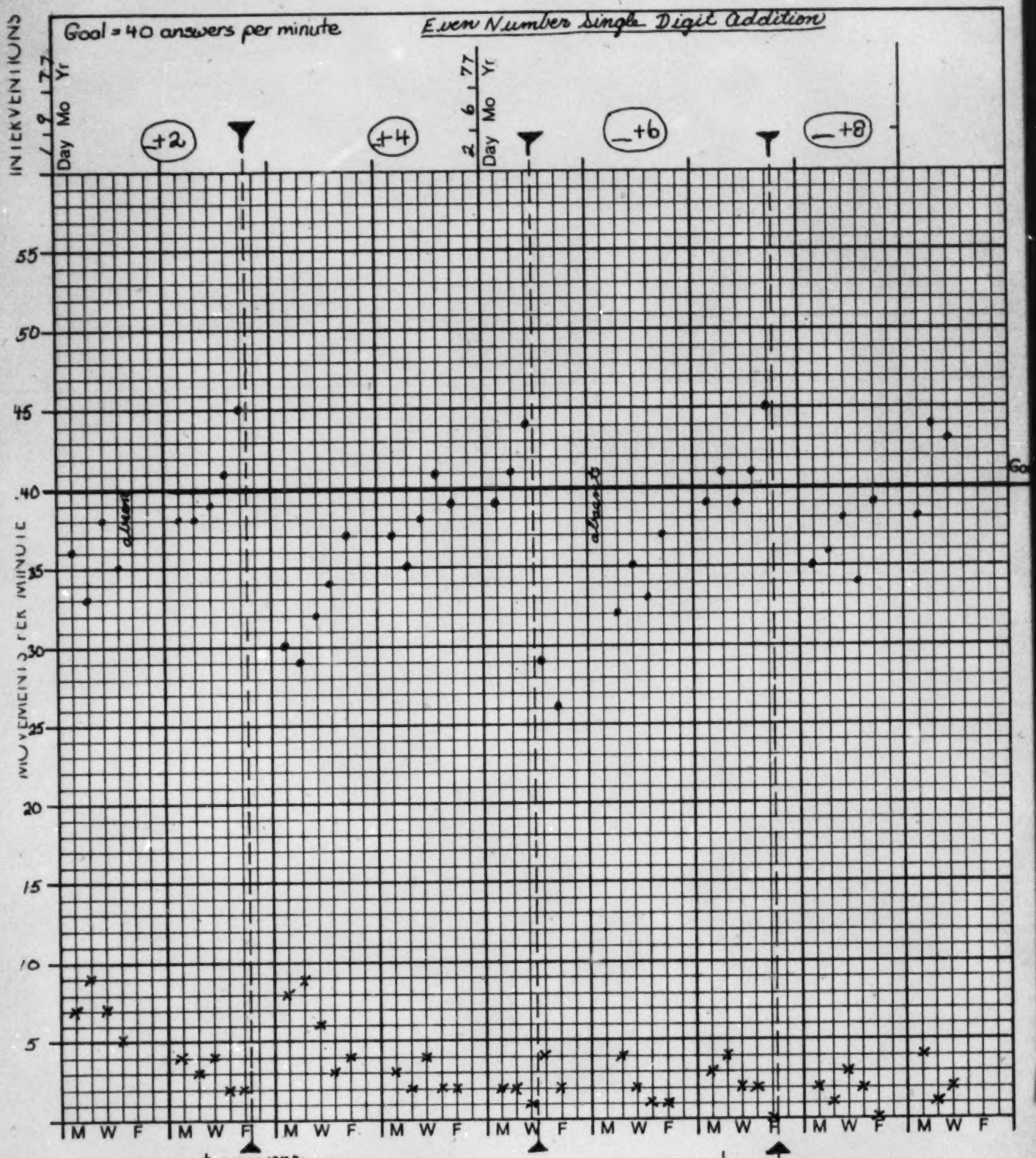
Date _____

Math Sequence

Basic Math Concepts	Mast.	Computation Skills: Addition Facts	90% Acc.	Rate	Rate Goal	Multipl. Facts	90% Acc.	Rate	Rate Goal
1. Read 1-digit #'s		1. 41 + 8				1. 91 x 6			
2. Read 2-digit #'s		2. 37+5=				2. 32x3=			
3. Read 3-digit #'s		3. 80 +26				3. 25 x1			
4. Read 4-digit #'s		4. 73+24=				4. 85x11=			
5. Read multi-dig. #'s		5. 941 +75				5. 305 x 9			
6. Count 1-20		6. 957+78=				6. 528x27=			
7. Count 1-100		7. 750 42 + 6				7. 88 x69			
8. Count by 2's		8. 46+10+29=				8. 444x20=			
9. Count by 3's		9. 628 758 513				9. 741 x204			
10. Count by 4's		10. 101+86+9+535				10. 286 x55			
11. Count by 5's		Subtraction Facts				Division Facts			
12. Count by 10's		1. 84 -54				1. $5\overline{)41}$			
13. Count by 100's		2. 52991-831=				2. 204÷4=			
14. Write #'s 1-20		3. 91 - 6				3. 84/2=			
15. Write #'s 1-100		4. 19-9=				4. $9\overline{)864}$			
16. Write 3-digit #'s		5. 401 -96				5. 720÷4=			
17. Write 4-digit #'s		6. 88-69=				6. $2\overline{)202}$			
18. Write multi-dig.#'s		7. 608 -449				7. $8\overline{)971}$			
19. Count objects		8. 518 -273				8. 377/41			
20. Sequence multi-#'s		9. 19067 - 3029				9. $69\overline{)3561}$			
		10. 7911-27=				10. $711\overline{)8377}$			

Student Mark Teacher N Doyle Charter Doyle Movement Adding Numbers

Age 12



Appendix 11

STATION SCHEDULES

(Posted in Class)

Schedule Week of 3/22	Teach	Read	Time	Write	Spell
1st time block	Jeff	Mark	Lou	John	Dave
2nd	Dave	Jeff	Mark	Lou	John
3rd	John	Dave	Jeff	Mark	Lou
4th	Lou	John	Dave	Jeff	Mark
5th	Mark	Lou	John	Dave	Jeff

↑ denotes 20 minute time block

In other words, Jeff goes 1st to teaching, next to reading, then to timing.

Individual Schedule in Student Folder

John's Schedule for Week of 1/16

	9-9:20 (1)	9:20-9:40 (2)	9:40-10 (3)	12-12:20 (4)	12:20-12:40 (5)	12:40-1:00 (6)
Mon	O.K.	O.K.	O.K.	O.K.	O.K. →	choice time
Tues	O.K.	O.K.	not O.K.	O.K.	O.K. →	make up station 3
Wed	O.K.	O.K.	O.K.	O.K.	O.K →	choice time
Thurs		absent				
Fri	O.K.	O.K.	O.K.	O.K.	O.K. →	choice time

John goes first to Station 1 (Teaching), next to Station 2 (Spelling).

If he gets "O.K.'s" at each station, he earns time at Station 6. If he gets a "Not O.K.", he must make it up and he cannot take free time at 6.

John's schedule sheet is filed after the week in order to keep a record of classroom behavior (as shown by # of "O.K.'s" and "Not O.K.'s").

Stations and expectations for above schedule are posted in room.

STATION SIGNS

STATION 1 Teaching	
On Time	1
Have Supplies	1
Work	10
Cooperate	5

STATION 2 Spelling	
On Time	1
Have Supplies	1
Do 1 Tape	5
Do Worksheet	5
Don't Disturb	1

STATION 3 Reading	
On Time	1
Have Supplies	1
Do Assignment	10
Don't Disturb	1

STATION 4 Timing	
On Time	1
Work (3 timings) (practice)	5 ea
Cooperate	1

STATION 5 Enrichment	
On Time	1
Do Assignment or choice activity	10
Have Supplies	1
Don't Disturb	1

(point values may change if the need arises)

Name: Ralph MONTHLY POINT RECORD Month: March

Points:

On time:	5
In seat/listening	5
Pencil	5
Total	15

Station	Pts
1	5
2	5
3	5
4	5

15+20=35

Behavior:	Pts
Attitude	10
Other:	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 5=A	2 35=C	3 45=B	4 55=A	5 55=A	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

A = 50 points per day C = 30 points per day

B = 40 points per day D = 20 points per day

Appendix 14

Date: _____

Behavior Count for
Communications Class

Time Begins _____
Time Ends _____
Total #min. _____

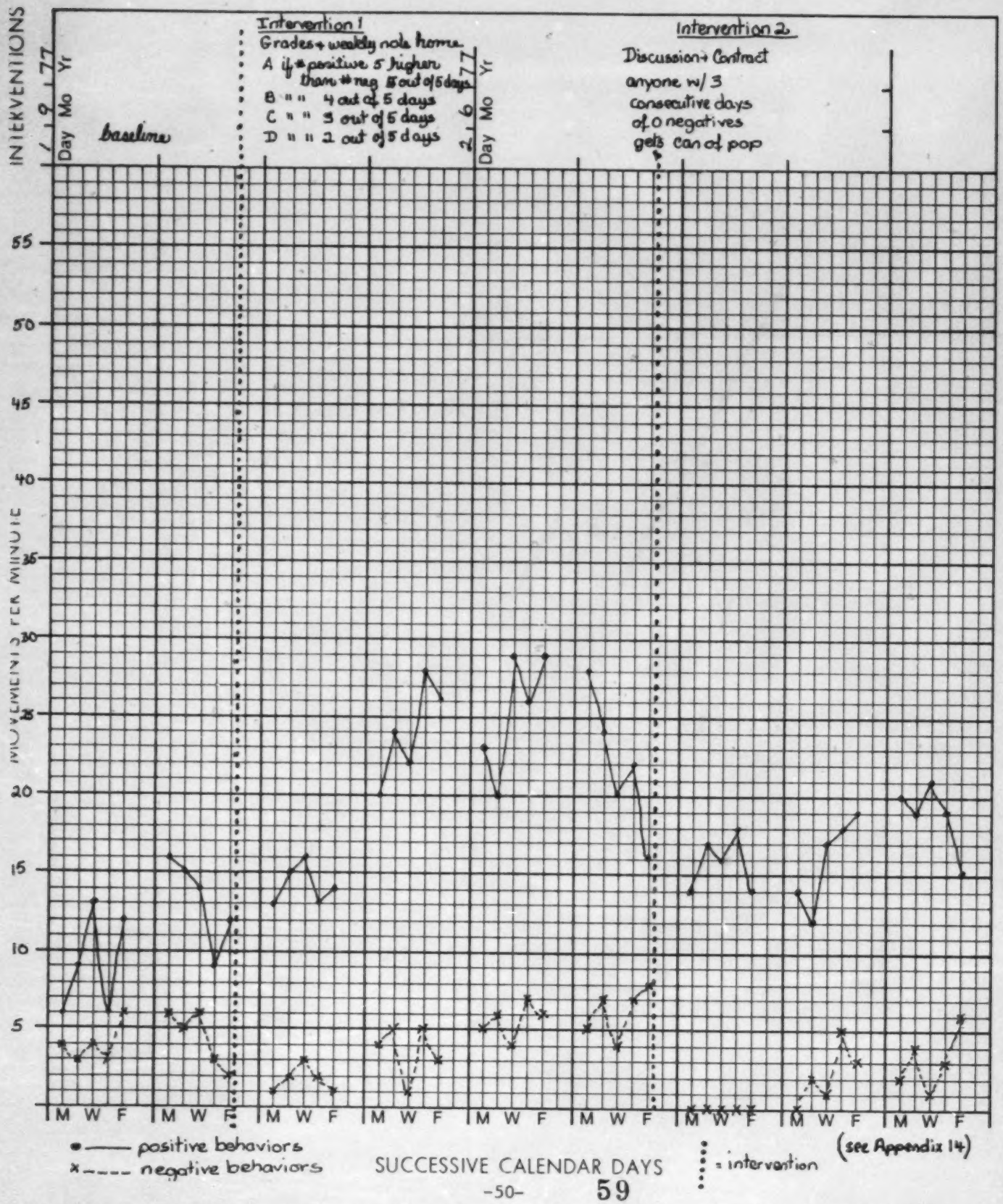
	NEGATIVE BEHAVIORS		POSITIVE BEHAVIORS		
	Inappropriate Verbalizations interrupt irrelevant comments	Inappropriate Movement & Noise laughing, pounding kicking, grabbing Out of Seat	Raises Hand	Positive Contributions	Volunteer to help
John					
Shane					
Tim					
Billy					
Don					
Scot					
Jake					
Cindy					
Peter					

(tally taken on behavior each time it occurs)

Appendix 15

Student Walter Teacher Mr. Johnson Charter Ms. Vold Movement Interaction in Oral Communications Class

Age 13



(see Appendix 14)

STUDENT CONTRACTS

I will move wan Mike Bothers me.
craig T.
If Craig keeps this contract for 1 week, I will call his mother on Feb. 17.

If I go to all my metall classes in the next two weeks I will earn a bowling trip. Jake M.
Janet Anderson
Mrs. M.

I will ignore steve when he is gobbing arwond.
Jim J.
Mr. Nelson
May 5
when sub is here for 200 paid

I willnot Touch Don
5 day
2-27
Rick
Mr. Staffa
Broken 3/1 - Mr. Staffa
This costs you 1,000 points.
Paid 3/6

I will not teasing for
to weeks.
Points 400
David L 2/5

I will not shoot rubbers bans in math class.
If I do, I know Ms. D. will call home.
3-21-77
signed: Scot
Mr. Doyle

Appendix 17

SIMS CENTER AT FRANKLIN
DAILY BEHAVIOR REPORT

Student: Shane L.

Date: 3/27/77

Class: SIMS Reading

Teacher's Signature: N. Doyle

Behavior	RATING SCALE Positive				Negative
1. On time	(1)	2	3	4	5
2. Not bug others	1	(2)	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

Class: Woods

Teacher's Signature R. Kelley

Behavior	RATING SCALE Positive				Negative
1. On time	(1)	2	3	4	5
2. Not bug others	(1)	2	3	4	5
3. Start clean up when warning	1	(2)	3	4	5
4. bell rings	1	2	3	4	5
5.	1	2	3	4	5

Class: SIMS Reading

Teacher's Signature: N. Doyle

Behavior	RATING SCALE Positive				Negative
1. On time	(1)	2	3	4	5
2. Not bug others	(1)	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

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Lunch: _____

Aide's Signature: A. Moore

Behavior	RATING SCALE Positive				Negative
1. Stay in lunchroom during lunch	(1)	2	3	4	5
2. Leave right when bell rings	(1)	2	3	4	5

Class: SIMS Math

Teacher's Signature: T. Staffa

Behavior	RATING SCALE Positive				Negative
1. On time	(1)	2	3	4	5
2. Not tease or brug.	(1)	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

Class: Gym

Teacher's Signature: R. Murphey

Behavior	RATING SCALE Positive				Negative
1. On time.	(1)	2	3	4	5
2. Change in gym clothes right away	(1)	2	3	4	5
3. Change back when warning	(1)	2	3	4	5
4. bell rings.	1	2	3	4	5
5. Out of gym when final bell rings	(1)	2	3	4	5

COMMENTS:

Shane had a good day. He was on time to all classes and has stopped dawdling as much. I am impressed with his improvement!

Signature N. Doyle

Signed _____
(Parent or Guardian)

Appendix 18

Recording Sheet - 20 second intervals

Observer: _____ Class: _____

Date: _____ Time Begin: _____ Time End: _____ Room # _____

CODE: 1. Talk to kids on topic

2. Talk to adults on topic

3. Talk to kids off topic (includes threats, put downs, change subject)

4. Talk to adults off topic

5. Cooperative talk: share feelings, encourage others to talk

6. Off task behavior: aggression, out of seat, whispering, looking or turning away, head on desk

Student	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

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Appendix 19

STUDENT GROUP QUESTIONNAIRE

Name_____

Date_____

	Never	Once in a While	Half the time	Almost always	Always
A. I participated in the group and stayed on the topic.	1	2	3	4	5
B. I talked directly to other group members (students, not leaders).	1	2	3	4	5
C. I encouraged others to talk and helped others to express their ideas.	1	2	3	4	5
D. I shared my feelings.	1	2	3	4	5
E. I participated on my own, without being asked to participate.	1	2	3	4	5
F. I was a good listener and did not distract the group.	1	2	3	4	5
G. I showed I was a good listener by repeating or reflecting what others had said.	1	2	3	4	5

Appendix 20

PARENT, STUDENT, SCHOOL AGREEMENT

It is important for good communication to take place between our staff, parents, and the student. It has been the experience of the SIMS staff that parent cooperation and support are vital to the student's success in school. To make clear parent, school, and student responsibilities, the following agreement has been developed. Changes or additions may be made as school staff, parents or student feel the need.

SIMS Center staff responsibilities are:

1. To plan and implement student's program.
2. To check on student progress - academic, attendance, behavior, general school adjustment.
3. To communicate with parents about student's progress.
4. To hold at least two conferences per year to review program and progress.
5. To notify parents of all changes in student's program.

SIMS Center staff would like parent cooperation in the following areas:

1. To require student's daily attendance.
2. To support school behavior management with suggestions and follow-up consequences.
3. To attend and be involved in the parent education programs.
4. To attend the student's six-week evaluation conferences and other conferences that may be needed.

Student responsibilities are:

1. To cooperate in following the educational plan developed for him/her.
2. To treat staff and other students with respect. The SIMS Center, like other schools, enforces rules against fighting and verbal abuse.
3. To be responsible in the use of school property.
4. To attend case management conferences with parents and staff.

Parent_____

Date_____ Student_____

Staff Member_____

MINNEAPOLIS PUBLIC SCHOOLS

STEP UP WITH SIMS

2501 West 56th Street
Minneapolis, Minnesota 55410
Telephone 612/920-5383
Franklin Junior High
1501 Aldrich Ave. No.
Minneapolis, MN 55411

_____

Dear _____:

As you know, all students are accepted at the SIMS Center at Franklin for a six-week evaluation. We would like to have a conference with you and your student to discuss the evaluation and to make decisions about his/her school placement. The conference will be held on _____ at _____ in Room 212.

If you have any questions, please call 529-4199.

Sincerely,

Karen R. Nelson

Karen R. Nelson, Coordinator
SIMS Center at Franklin

KRN:gt

MINNEAPOLIS PUBLIC SCHOOLS

STEP UP WITH SIMS

2501 West 56th Street
Minneapolis, Minnesota 55410
Telephone 612/920-5383
Franklin Junior High
1501 Aldrich Ave. No.
Minneapolis, MN 55411

_____

Dear _____:

The staff who work with your student will be having a conference to review school progress. We would like to have your help in planning and making decisions that affect your student's program. The conference will be held at Franklin Junior High on _____ at _____ in Room 212.

If you have any questions, please call 529-4199.

Sincerely,

Karen R. Nelson

Karen R. Nelson, Coordinator
SIMS Center at Franklin

KRN:gt

MINNEAPOLIS PUBLIC SCHOOLS

STEP UP WITH SIMS

2501 West 56th Street
Minneapolis, Minnesota 55410
Telephone 612/920-5383
Franklin Junior High
1501 Aldrich Ave. No.
Minneapolis, MN 55411

_____

Dear _____:

_____ has completed the SIMS Center at Franklin program. The staff feels that he/she is ready to go back to his/her home school.

We have contacted the student support team in your home school _____ High. This is to notify you of a student support team conference to be held at _____ (School) in Room _____ on _____ (Date) at _____ (Time). We cordially invite you and _____ (Student) to attend.

Please call if you have any questions at 529-4199.

Sincerely,

Karen R. Nelson

Karen R. Nelson, Coordinator
SIMS Center at Franklin

KRN:gt

IMPOSSIBLE??

NOT FOR

Jake M.

He has attended all his classes so far this week and mastered Category 11 in Spelling!

I am impressed Mrs. Anderson 10/26
from Date

FRANKLIN GLADGRAM

(MINNEAPOLIS PUBLIC SCHOOLS)

Thought you'd like to know . . .

Jake's attendance has been excellent - 100% this week. He is doing well in reading too.

Date 11/3 Teacher K. Johnson

Believe It or Not!

Here's What Jake did today He made good progress in reading and spelling - mastered categories in both. His attendance is excellent too.

K. Johnson 11/14/76
from Date

PHONE CONTACT RECORD	M., Jake (Mrs. Gladys M.)	Home 622-1988 Work (9-1) 744-2776
Date	Comments	Initials
10/22	called re good 1st. day + explain about lunch tickets	J.A.
10/28	called re good week - O.K. progress + no skips	J.A.
11/1	called - no ans.	J.A.
11/2	called re good week	J.A.
11/4	called re skip of metals class - will stay in for lunch hr.	J. A.
11/18	called re good week	K.J.
11/25	called re good wk - reminded re conf 11/30	J.A.
12/16	called re abs. - flu	KRS
12/20	called re permission for Xmas field trip + O.K.	K.J.
1/10	call re skip of metals - ma will talk to him again - talk about possible solutions	J.A.
1/13	" " " " "	J.A.
1/15	" " " - decided w/ ma to set up mtg for 1/17	J.A.
1/24	call re contract - working well - J. attending regularly	K.J.

Appendix 23

SIMS Center at Franklin Junior High School

Date 2/13/77

Dear Mrs Willow,

This is the weekly progress report on Malcolm in reading/language class.

Spelling Lessons: Goal reach Cst. 24

Completed 24

Mastered 24

Written Assignments Completed: Goal do 10 pp. & write 1 story

Completed " "

Reading Words: Improvements 4

Masteries 4

Reading Stories: Improvements 4

Masteries 4

Citizenship in Reading Class: Good Sessions 9

Fair Sessions 1

Poor Sessions 0

Comments: Malcolm tried out for and made the Swim team! He did well this week - no tardys!

Teacher's Signature Ms. Doyle

Please return with your signature and any comments.

Date _____

Signature _____

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